1998-99 District Composite Report

St. Landry Parish

Published February 2000

Louisiana State Board of Elementary and Secondary Education

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The passage of the Children First Act in 1988 ushered in a new era of data collection, analysis, and reporting about the overall quality and condition of education in Louisiana. Implemented in 1990, this major piece of legislation mandated the publication of the *Progress Profiles (School Report Cards, District Composite Report,* and the *State Report)* with three main objectives: (1) to provide information about schools to parents and the general public, (2) to provide a basis for educational planning, and (3) to increase educational accountability at all levels.

The Children First Act through its *Progress Profiles* program also became the impetus toward the introduction of the statewide school accountability system, which was implemented in fall of 1999. As a result, the *Progress Profiles* have turned into an important mechanism for disseminating information on the status and performance of public education in the state of Louisiana.

The Progress Profiles program is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources. This program was founded on the premise that educational improvement is most successful when parents, school staff, and policymakers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policymakers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, the Department of Education has provided three levels of reporting.

- 1. School Report Cards are tailored to the needs of parents and the general public. In September 1999, the first edition of the accountability reports were issued for 1,188 public schools with grades in the K-8 range, which included elementary, middle/junior high, and combination schools statewide. Copies of the report cards were delivered to the principals for distribution to all parents.
- 2. District Composite Reports are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and statelevel policymakers longitudinal data on all indicators including the accountability performance results.
- 3. The *Louisiana State Education Progress Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on accountability results and other findings.

"Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards."

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the District Composite Report

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analyses of data where feasible. It serves as an effective tool to aid policymakers and district administrators in identifying opportunities for school improvement.

Organization of this Report

This report is organized into five parts, each encompassing a series of related educational indicators.

- Part 1. District Summary. The summary tables in this section offer district-level information for all indicators including the school accountability results. In addition to quick-reference tables on various indicators, district socioeconomic and demographic data and financial information are also included to give a more complete picture of Louisiana school districts. School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1, therefore, presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all Profile indicators also are provided in Part 1.
- Part 2. School Characteristics and Accountability Information. The context within which students are educated and the level of educational resources available to them impact learning and performance results. Part 2 provides a quick summary of each school's accountability results (i.e., school performance score, school performance category, and two year growth target). This section also focuses on key educational "inputs" and resources at the school level: i.e., the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.

- Part 3. Student Participation. For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.
- Part 4. Student Achievement. Part 4 reports three types of school-level outputs: student performance on (1) reading level evaluation results for grades 2 and 3, which assess students' ability to read and comprehend on grade level; (2) criterionreferenced tests (CRTs), which measure students' performance on state-prescribed curricula; and (3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results are based on Louisiana's new Developmental Reading Assessment (DRA), which is a uniform examination used statewide for the first time in the 1998-99 school year. The CRT results reported for grades 4 and 8 are based on Louisiana's new criterion-referenced testing program (LEAP for the 21st Century) implemented in the spring of 1999. The Graduation Exit Examination (GEE), designed for high school students, is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: (1) The Iowa Tests of Basic Skills (ITBS), which is administered for grade 3, 5, 6, and 7; and (2) The Iowa Tests of Educational Development (ITED), which is administered for grade 9.
- Part 5. College Readiness. One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. This report presents two indicators of college readiness: (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes; and (2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows, introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Accountability System

The school accountability system was implemented in the fall of 1999, with an initial focus on schools containing grade levels kindergarten through eighth (K-8). This phase of the accountability system encompassed 1,188 public schools out of a total of 1,507. The accountability program examined each school's progress based on statewide testing programs (LEAP 21 and *The Iowa Tests*) and on school attendance and dropout data.

School Performance Scores (SPS) were calculated for all 1,188 schools using the 1998-99 test data with the 1997-98 attendance and dropout data. SPS for each school is a weighted composite index, using 60% weight for the LEAP 21 tests, 30% weight for *The Iowa Tests*, and a total of 10% for the attendance and dropout results.

Based on its SPS, each school was assigned a performance category, as described on the following table. An SPS of 100 indicates that a school has reached the State's 10-year goal, while a score of 150 indicates achievement of the 20-year goal.

Once the SPS for each accountability school was calculated, a two-year Growth Target was set, defining the minimum expected growth that a school must achieve in order to be on track for meeting the State's 10-year goal.

School Performance Category Assignment

School Performance Category	SPS Range
School of Academic Excellence	150.0 or Above
School of Academic Distinction	125.0 – 149.9
School of Academic Achievement	100.0 – 124.9
Academically Above Average	69.4 – 99.9
Academically Below Average	30.1 – 69.3
Academically Unacceptable School	30 or Below

School Categorization

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

The 1,507 Louisiana public schools have been placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, which excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- combination—any school whose grade structure falls within the K-12 range and which is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range.

Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and University of Louisiana at Monroe, Center for Business and Economic Research.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and the *Louisiana State Education Progress Report*, on the other hand, present only the most current year of data so that parents and policymakers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

- 1. Cross-sectional data (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
- 2. Longitudinal data are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
- 3. Schools are listed in *sequential order*, based on school site code and school category.

1998-99 As Baseline Year

1998-99 has become a new baseline year for several reasons. First it was the year when the first phase of the newly established school accountability system went into effect and each public school with a grade in the K-8 range received a performance score and a performance label. Secondly, the newly designed criterion-referenced testing program (LEAP 21) went into effect for students in grades 4 and 8. And finally, *The Iowa Tests*, the newly adopted norm-referenced tests, were administered for the first time at grades 3, 5, and 7. For these reasons, this report starts with the 1998-99 school year as its first year. The profiles data for the prior years are still accessible through the 1997-98 *District Composite Report*.

To facilitate longitudinal and cross indicator tracking of individual schools, the LDE has included in all the tables the six digit site code assigned to all public schools. In instances for which certain data may not available for a school, the tilde symbol (~) will be displayed.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this possibility for misunderstanding, the LDE has made every effort to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each *Progress Profiles* report.

References

- Carmines, E. G. and Zeller, R. A. (1979). Reliability and validity assessment. Series: Quantitative Applications in the Social Sciences, 7 (017), 11,15.
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- Honig, B. (1994, June). How can Horace best be helped? *Phi Delta Kappan.* 75 (10), 790-796.
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Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
District Financial Overview	1-3

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish's socioeconomic and demographic indicator presented.

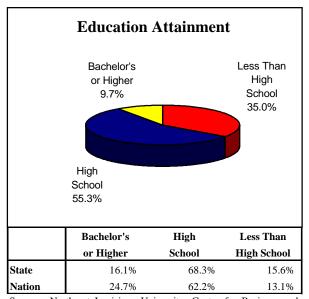
Definitions

- Education Attainment—is divided into three levels:
 - 1. <u>Less than high school degree</u>: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 - 2. <u>High school degree</u>: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 - 3. <u>Bachelor's degree or higher</u>: includes persons who have received a college, university, or professional degree.
- Labor Force—is divided into four categories:
 - 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 - 2. <u>Blue collar</u>: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 - 3. <u>Service and Other</u>: includes persons with private household occupations, protective service occupations, and other service occupations.
 - 4. <u>Agriculture</u>: includes persons who perform farming, forestry, and fishing industry jobs.

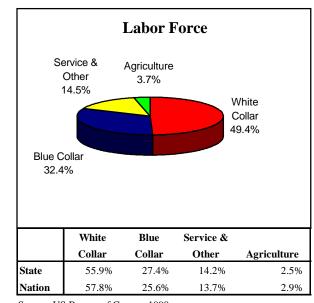
- Household Income Distribution—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100.000 and above.
- Population by Race—is divided into three major groups, white, black, and "other." The "other" category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and "other."
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This figure is considered the official unemployment rate and is typically cited in comparisons.

St. Landry Parish Socioeconomic and Demographic Overview

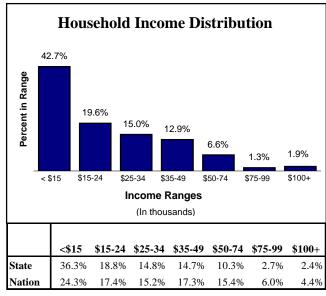
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.



Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.



Source: US Bureau of Census, 1990.



Source: US Bureau of Census, 1990.

Popu	lation by Race
	Other
	0.5%
Black 40.3%	White 59.2%

	White	Black	Other	
State	67.3%	30.8%	1.9%	
Nation	83.9%	12.3%	3.8%	

Poverty Level				
Parish	State	Nation		
32.7%	23.6%	15.7%		
	Parish	Parish State		

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood						
Parish State Nation						
20.0%	19.1%	14.8%				
	Parish	Parish State				

Source: US Bureau of Census, 1990.

	Parish	State	Nation
Per Capita Income 1	\$16,548	\$19,709	\$24,436
Unemployment Rate 2	8.1%	6.6%	5.4%
Sources: 1) Northeast Loui	isiana Univers	sity, Center for	r Business and
E ' D 1 1006	0\ D	C T 1 1	C TIC

Labor Related Statistics

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US. Dept of Labor, 1996.

Teen Pregnancy							
	Parish State Nation						
Teen Pregnancy Rate	22.0%	18.9%	12.9%				

Source: Louisiana Department of Health and Hospitals, 1996.

Source: US Bureau of Census, 1990.

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- Revenues—governmental funds appropriated for public education. Revenues are received from four main sources:
 - Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 - 2. <u>State</u>: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 - 3. <u>Federal</u>: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 - 4. <u>District revenues per pupil</u>: total revenues divided by the adjusted October 1 funded student membership.
- *Expenditures*—charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
 - 1. <u>Instructional Expenditures</u>: monies spent for classroom instruction, pupil support, and instructional staff support.

- 2. <u>Non-instructional expenditures</u>: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
- 3. <u>Facility Acquisition & Construction Services</u>: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
- 4. <u>District expenditures per pupil</u>: total expenditures minus debt service divided by the adjusted October 1 funded membership.

An additional item frequently of interest to the public is *average* salary of full-time teachers. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. This information is different from *average* salary of full-time teachers, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report because of audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.

^{*} Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

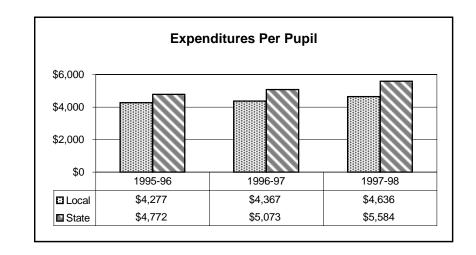
St. Landry Parish Financial Profile

	District Revenue by Source								
	1995-96			1995-96 1996-97		1997-98			
Revenue		% of District	State		% of District	State		% of District	State
Source	Amount	Total	Average %	Amount	Total	Average %	Amount	Total	Average %
Local	\$13,976,984	18.9%	36.8%	\$14,376,007	18.8%	37.4%	\$14,936,822	17.9%	37.6%
State	\$47,251,788	63.8%	50.9%	\$49,800,618	65.3%	50.8%	\$53,988,336	64.6%	51.0%
Federal	\$12,886,604	17.4%	12.3%	\$12,114,962	15.9%	11.8%	\$14,709,644	17.6%	11.4%
Total	\$74,115,376	100.0%	100.0%	\$76,291,587	100.0%	100.0%	\$83,634,802	100.0%	100.0%

Adjusted October 1 Student Membership					
1995-96	1996-97	1997-98			
17,004	16,800	16,613			

Revenues Per Pupil										
1995-96 1996-97 1997-98										
Local	\$4,359	\$4,541	\$5,034							
State Average	\$4,981	\$5,296	\$5,818							

	Teacher Salari	
	Local Average	State Average
Year	Salary	Salary
1995-96	\$25,961	\$26,800
1996-97	\$25,790	\$29,025
1997-98	\$27,079	\$31,131



Notes:

- 1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
- 2. Percentages may not total to 100% due to rounding.
- 3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

School Characteristics

		S	chools in St.	Landry Paris	h	_								
	1998-99	1998-99 1999-00 2000-01 2001-02 2002-03 2003-04												
Schools in St. Landry Parish														
Total Number of Schools	37													
October 1 Membership	15,981													
Number of Faculty	1,009													

					Accountabi	lity Re	esults			
	1998-99		998-99 1999		9-00 2000-01		1-02	2002-03		2003-04
Schools by Performance Category	Percent	Number	Percent	Number	Percent Number	Percent	Number	Percent	Number	Percent Number
School of Academic Excellence	0.0	0								
School of Academic Distinction	0.0	0								
School of Academic Achievement	6.7	2								
Academically Above Average	63.3	19								
Academically Below Average	30.0	9								
Academically Unacceptable School	0.0	0								
Number of Schools*	100.0	30								

^{*} For 1998-99, schools with grades K-8 were included in the accountability system.

	Faculty with a Master's Degree or Higher											
199	8-99	1999	9-00	200	0-01	200	1-02	2002	2-03	2003	3-04	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
40.34	407											

Faculty with a Master's Degree or Higher

School Characteristics

			Class	Siz	ze Charactei	istics f	or Grad	des K-12		
	1998	-99	1999-(00	2000-01	200	1-02	2002-03	2003	3-04
	Percent N	umber	Percent Nun	nber	Percent Numbe	r Percent	Number	Percent Number	Percent	Number
Class Size Characteristics for Grades K-12										
Elementary Schools										
Class Size Range 1 - 20	33.70	364								
Class Size Range 21 - 26	48.06	519								
Class Size Range 27 or more	18.24	197								
Middle/Jr. High Schools										
Class Size Range 1 - 20	14.51	37								
Class Size Range 21 - 26	30.98	79								
Class Size Range 27 or more	54.51	139								
High Schools										
Class Size Range 1 - 20	36.13	349								
Class Size Range 21 - 26	33.44	323								
Class Size Range 27 or more	30.43	294								
Combination Schools										
Class Size Range 1 - 20	21.01	50								
Class Size Range 21 - 26	34.45	82								
Class Size Range 27 or more	44.54	106								
All Schools								,		
Class Size Range 1 - 20	31.51	800								
Class Size Range 21 - 26	39.50	1,003								
Class Size Range 27 or more	28.99	736								

Student Participation

			Student A	ttendance								
	1998-99	1998-99 1999-00 2000-01 2001-02 2002-03 2003-04										
Percent of Student Attendance												
Elementary Schools	95.04											
Middle/Jr. High Schools	89.09											
High Schools	87.13											
Combination Schools	88.86											
All Schools	92.20	· · · · · · · · · · · · · · · · · · ·										

Student Participation

			Stud	dents Suspend	ded and Expe	elled	
	199	8-99	1999-00	2000-01	2001-02	2002-03	2003-04
	Percent	Number	Percent Number				
Students Suspended and Expelled							
Elementary Schools		ı					
Suspended (In School)	0.50						
Suspended (Out of School)	4.11	439					
Expelled (In School)	0.00	0					
Expelled (Out of School)	0.08	9					
Middle/Jr. High Schools		ı					
Suspended (In School)	0.18						
Suspended (Out of School)	16.90	275					
Expelled (In School)	0.00						
Expelled (Out of School)	1.91	31					
High Schools							
Suspended (In School)	2.11	99					
Suspended (Out of School)	16.43	772					
Expelled (In School)	0.00	0					
Expelled (Out of School)	0.51	24					
Combination Schools							
Suspended (In School)	0.00	0					
Suspended (Out of School)	11.50	114					
Expelled (In School)	0.00	0					
Expelled (Out of School)	0.61	6					
All Schools							
Suspended (In School)	0.88	155					
Suspended (Out of School)	9.02	1,597					
Expelled (In School)	0.00	0					
Expelled (Out of School)	0.40	70					

Student Achievement

	Developmental Reading Assessment Results											
	1998-99		1999-00		2000)-01	2001-02		2002-03		2003	3-04
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Developmental Reading Assessment Results - Grade 02									_			
Students Assessed		1,250										
Students Reading Below Their Grade Level	42.08	526										
Students Reading On Their Grade Level	37.52	469										
Students Reading Above Their Grade Level	20.40	255										
Developmental Reading Assessment Results - Grade 03									_			
Students Assessed		1,201										
Students Reading Below Their Grade Level	26.48	318										
Students Reading On Their Grade Level	54.87	659										
Students Reading Above Their Grade Level	18.65	224										

	Percent and Number of Students by Proficiency Level											
	1998	3-99	1999-00		2000-01	200	1-02	2002-03		2003	-04	
	Percent Number Percent Number Percent Number Percent Number Percent Number Percent Number											
LEAP 21 Test Results - Grade 4 English Language Arts												
Advanced	1.2	16										
Proficient	14.3	184										
Basic	47.9	615										
Approaching Basic	22.5	289										
Unsatisfactory	14.1	181										

		I	Percent and N	Number of S	tudents by Pro	ficiency Leve	el					
	1998-99 1999-00 2000-01 2001-02 2002-03 2003-04											
	Percent	Number	Percent Number	Percent Number	er Percent Number	Percent Number	Percent Number					
LEAP 21 Test Results - Grade 4 Mathematics												
Advanced	1.2	16										
Proficient	7.1	91										
Basic	35.7	458										
Approaching Basic	27.2	349										
Unsatisfactory	28.8	370										

Student Achievement

	Percent and Number of Students by Proficiency Level											
	1998	-99	1999-00	2000)-01	200	1-02	2002-03		2003	3-04	
	Percent Number Percent Number Percent Number Percent Number Percent Number Percent										Number	
LEAP 21 Test Results - Grade 8 English Language Arts												
Advanced	0.8	9										
Proficient	10.5	114										
Basic	36.3	395										
Approaching Basic	38.2	416										
Unsatisfactory	14.2	154										

		F	Percent and	Number of	f Stude	nts by Pro	ficiency	Leve	1
	199	8-99	1999-0	0 2000-	01 2	001-02	2002	-03	2003-04
	Percent	Number	Percent Num	er Percent Nu	mber Per	rcent Number	Percent N	Number	Percent Number
LEAP 21 Test Results - Grade 8 Mathematics									
Advanced	0.7	8							
Proficient	2.9	32							
Basic	32.3	351							
Approaching Basic	23.6	256							
Unsatisfactory	40.5	440							

		Percen	t of Stu	dents	Passin	g GEE	E and N	Vumbei	r of Students	Tested
	199	8-99	1999	-00	2000	0-01	200	1-02	2002-03	2003-04
	Percent	Number	Percent 1	Number	Percent	Number	Percent	Number	Percent Number	Percent Number
Graduation Exit Examination (GEE) Results										
English Language Arts	83	733								
Mathematics	76	671								
Written Composition	95	825								
Science	80	679								
Social Studies	92	779								

^{~ =} Unavailable Data

Student Achievement

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 Norm-referenced Test (NRT) Results - Grade 03 Fourth Quartile 17.6 Third Ouartile 26.8 Second Quartile 34.9 First Ouartile 20.8 Percentile Rank 49.0 Norm-referenced Test (NRT) Results - Grade 05 Fourth Quartile 13.2 Third Ouartile 28.3 Second Quartile 35.8 First Quartile 22.8 Percentile Rank 47.0 Norm-referenced Test (NRT) Results - Grade 06 Fourth Ouartile 16.0 Third Ouartile 28.6 Second Quartile 35.2 First Quartile 20.1 Percentile Rank 49.0 Norm-referenced Test (NRT) Results - Grade 07 Fourth Quartile 10.9 Third Quartile 26.8 Second Quartile 38.0 First Quartile 24.4 Percentile Rank 44.0 Norm-referenced Test (NRT) Results - Grade 09 Fourth Quartile 14.3 Third Quartile 23.6 Second Quartile 34.9 First Quartile 27.2 Percentile Rank 42.0

¹ Represents graduates from the previous school year

^{~ =} Unavailable Data

College Readiness

		Ameri	can College '	Test (ACT) R	Results	
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
ACT Average Composite Score	19.2					

	First-time College Freshmen Performance											
	1998-99 1999-00 2000-01 2001-02 2002-03 20						200.	3-04				
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
					г							
Number of High School Graduates ¹		824										
HS Graduates Who Were First-time College Freshmen	43.20	356										
First-time Freshmen Enrolled in College Remedial Courses	52.25	186										

¹ Represents graduates from the previous school year

^{~ =} Unavailable Data

Part 2. School Characteristics And Accountability Information

Faculty with a Master's Degree or Higher	. 2-11
Class Size Characteristics	. 2-15

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049003	Cankton Elementary School						
	Grade Structure	K-6					
	October 1 Membership	165					
	Number of Faculty	11					
	School Type	Elementary					
	School Performance Score (SPS)	86.2					
	School Performance Category *	4					
	Two Year Growth Target	91.2					
049004	Central Middle School						
	Grade Structure	5-6,NG					
	October 1 Membership	508					
	Number of Faculty	31					
	School Type	Elementary					
	School Performance Score (SPS)	68.3					
	School Performance Category*	5					
	Two Year Growth Target	74.2					
049006	Creswell Elementary School						
	Grade Structure	PK,K-6,NG					
	October 1 Membership	294					
	Number of Faculty	22					
	School Type	Elementary					
	School Performance Score (SPS)	64.1					
	School Performance Category *	5					
	Two Year Growth Target	71.0					
049007	East Elementary School						
	Grade Structure	K-4,NG					
	October 1 Membership	328					
	Number of Faculty	23					
	School Type	Elementary					
	School Performance Score (SPS)	86.8					
	School Performance Category *	4					
	Two Year Growth Target	91.8					

 $[\]sim$ = Unavailable Data P = Pre-kindergarten NG = Nongraded

^{* 1 =} School of Academic Excellence 2 = School of Academic Distinction

^{3 =} School of Academic Achievement

^{4 =} Academically Above Average 5 = Academically Below Average

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049008	East Junior High School						
	Grade Structure	7-8,NG					
	October 1 Membership	317					
	Number of Faculty	26					
	School Type	Middle/Jr. High					
	School Performance Score (SPS)	38.7					
	School Performance Category *	5					
	Two Year Growth Target	50.2					
049009	Eunice Elementary School						
	Grade Structure	K-4,NG					
	October 1 Membership	297					
	Number of Faculty	23					
	School Type	Elementary					
	School Performance Score (SPS)	79.0					
	School Performance Category *	4					
	Two Year Growth Target	84.0					
049010	Eunice High School						
	Grade Structure	9-12,NG					
	October 1 Membership	921					
	Number of Faculty	64					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					
049011	Eunice Junior High School						
	Grade Structure	7-8,NG					
	October 1 Membership	530					
	Number of Faculty	35					
	School Type	Middle/Jr. High					
	School Performance Score (SPS)	67.9					
	School Performance Category *	5					
	Two Year Growth Target	73.8					

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^{4 =} Academically Above Average 5 = Academically Below Average

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049012	Eunice Vocational Education Center						
	Grade Structure	9-12,NG					
	October 1 Membership	~					
	Number of Faculty	7					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category*	~					
	Two Year Growth Target	~					
049013	Glendale Elementary School						
	Grade Structure	PK,K-4,NG					
	October 1 Membership	322					
	Number of Faculty	21					
	School Type	Elementary					
	School Performance Score (SPS)	75.7					
	School Performance Category *	4					
	Two Year Growth Target	80.7					
049014	Grand Coteau Elementary School						
	Grade Structure	K-6					
	October 1 Membership	230					
	Number of Faculty	13					
	School Type	Elementary					
	School Performance Score (SPS)	80.1					
	School Performance Category *	4					
	Two Year Growth Target	85.1					
049015	Grand Prairie Elementary School						
	Grade Structure	PK,K-8,NG					
	October 1 Membership	272					
	Number of Faculty	20					
	School Type	Elementary					
	School Performance Score (SPS)	86.3					
	School Performance Category*	4					
	Two Year Growth Target	91.3					

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^{3 =} School of Academic Achievement

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049016	Grolee Elementary School						
	Grade Structure	K-6,NG					
	October 1 Membership	657					
	Number of Faculty	39					
	School Type	Elementary					
	School Performance Score (SPS)	90.7					
	School Performance Category *	4					
	Two Year Growth Target	95.7					
049017	Highland Elementary School						
	Grade Structure	PK,K-4,NG					
	October 1 Membership	321					
	Number of Faculty	22					
	School Type	Elementary					
	School Performance Score (SPS)	78.3					
	School Performance Category *	4					
	Two Year Growth Target	83.3					
049018	Krotz Springs Elementary School						
	Grade Structure	K-8,NG					
	October 1 Membership	305					
	Number of Faculty	21					
	School Type	Elementary					
	School Performance Score (SPS)	103.9					
	School Performance Category *	3					
	Two Year Growth Target	108.9					
049019	Lawtell Elementary School						
	Grade Structure	K-8,NG					
	October 1 Membership	642					
	Number of Faculty	44					
	School Type	Elementary					
	School Performance Score (SPS)	73.8					
	School Performance Category*	4					
	Two Year Growth Target	78.8					

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^{3 =} School of Academic Achievement

^{4 =} Academically Above Average 5 = Academically Below Average

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049021	Leonville Elementary School						
	Grade Structure	K-8,NG					
	October 1 Membership	492					
	Number of Faculty	31					
	School Type	Elementary					
	School Performance Score (SPS)	83.6					
	School Performance Category *	4					
	Two Year Growth Target	88.6					
049023	Melville Elementary School						
	Grade Structure	PK,K-7,NG					
	October 1 Membership	234					
	Number of Faculty	13					
	School Type	Elementary					
	School Performance Score (SPS)	70.9					
	School Performance Category *	4					
	Two Year Growth Target	76.1					
049026	Morrow Elementary School						
	Grade Structure	K-7,NG					
	October 1 Membership	140					
	Number of Faculty	8					
	School Type	Elementary					
	School Performance Score (SPS)	69.7					
	School Performance Category *	4					
	Two Year Growth Target	75.5					
049028	North Elementary School						
	Grade Structure	PK,K-6,NG					
	October 1 Membership	339					
	Number of Faculty	24					
	School Type	Elementary					
	School Performance Score (SPS)	44.5					
	School Performance Category*	5					
	Two Year Growth Target	54.9					

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^{3 =} School of Academic Achievement

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049029	Northeast Elementary School						
	Grade Structure	PK,K-6,NG					
	October 1 Membership	333					
	Number of Faculty	26					
	School Type	Elementary					
	School Performance Score (SPS)	77.3					
	School Performance Category *	4					
	Two Year Growth Target	82.3					
049031	Opelousas Junior High School						
	Grade Structure	7-8,NG					
	October 1 Membership	510					
	Number of Faculty	37					
	School Type	Middle/Jr. High					
	School Performance Score (SPS)	57.9					
	School Performance Category *	5					
	Two Year Growth Target	65.8					
049032	Opelousas Senior High School						
	Grade Structure	9-12,NG					
	October 1 Membership	1,306					
	Number of Faculty	59					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					
049033	Palmetto Elementary School						
	Grade Structure	PK,K-7,NG					
	October 1 Membership	221					
	Number of Faculty	17					
	School Type	Elementary					
	School Performance Score (SPS)	83.2					
	School Performance Category*	4					
	Two Year Growth Target	88.2					

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^{* 1 =} School of Academic Excellence 2 = School of Academic Distinction

^{3 =} School of Academic Achievement

^{4 =} Academically Above Average 5 = Academically Below Average

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049035	Park Vista Elementary School						
	Grade Structure	K-6,NG					
	October 1 Membership	659					
	Number of Faculty	43					
	School Type	Elementary					
	School Performance Score (SPS)	109.7					
	School Performance Category *	3					
	Two Year Growth Target	114.7					
049037	Port Barre Elementary School						
	Grade Structure	K-3,NG					
	October 1 Membership	367					
	Number of Faculty	18					
	School Type	Elementary					
	School Performance Score (SPS)	76.8					
	School Performance Category *	4					
	Two Year Growth Target	81.8					
049038	Port Barre High School						
	Grade Structure	4-12,NG					
	October 1 Membership	854					
	Number of Faculty	46					
	School Type	Combination					
	School Performance Score (SPS)	72.7					
	School Performance Category *	4					
	Two Year Growth Target	77.8					
049040	South Street Elementary School						
	Grade Structure	K-6,NG					
	October 1 Membership	519					
	Number of Faculty	24					
	School Type	Elementary					
	School Performance Score (SPS)	69.8					
	School Performance Category*	4					
	Two Year Growth Target	75.5					

 $^{{\}tt \sim = Unavailable\ Data} \qquad \qquad P = Pre\text{-kindergarten} \qquad \qquad NG = Nongraded$

^{* 1 =} School of Academic Excellence 2 = School of Academic Distinction

^{3 =} School of Academic Achievement

^{4 =} Academically Above Average 5 = Academically Below Average

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049041	Southwest Elementary School						
	Grade Structure	PK,K-6,NG					
	October 1 Membership	438					
	Number of Faculty	28					
	School Type	Elementary					
	School Performance Score (SPS)	57.1					
	School Performance Category*	5					
	Two Year Growth Target	65.2					
049042	Sunset Elementary School						
	Grade Structure	K-8,NG					
	October 1 Membership	511					
	Number of Faculty	30					
	School Type	Elementary					
	School Performance Score (SPS)	62.3					
	School Performance Category*	5					
	Two Year Growth Target	69.4					
049044	Washington Elementary School						
	Grade Structure	PK,K-7,NG					
	October 1 Membership	241					
	Number of Faculty	16					
	School Type	Elementary					
	School Performance Score (SPS)	58.9					
	School Performance Category*	5					
	Two Year Growth Target	66.8					
049045	Washington Vocational Education Center						
	Grade Structure	9-12,NG					
	October 1 Membership	~					
	Number of Faculty	14					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					

 $[\]sim$ = Unavailable Data P = Pre-kindergarten NG = Nongraded

^{* 1 =} School of Academic Excellence 2 = School of Academic Distinction

^{3 =} School of Academic Achievement 6 = Academically Unacceptable School

^{4 =} Academically Above Average 5 = Academically Below Average

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049051	North Central High School						
	Grade Structure	8-12,NG					
	October 1 Membership	414					
	Number of Faculty	25					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					
049052	Beau Chene High School						
	Grade Structure	9-12,NG					
	October 1 Membership	926					
	Number of Faculty	46					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					
049053	Northwest High School						
	Grade Structure	9-12,NG					
	October 1 Membership	525					
	Number of Faculty	29					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					
049054	Arnaudville Elementary School						
	Grade Structure	K-8,NG					
	October 1 Membership	480					
	Number of Faculty	29					
	School Type	Elementary					
	School Performance Score (SPS)	99.1					
	School Performance Category*	4					
	Two Year Growth Target	104.1					

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^{3 =} School of Academic Achievement

^{4 =} Academically Above Average 5 = Academically Below Average

Table 1School Characteristics and Accountability Information of St. Landry Parish

		1998-99	99 1999-00		2000-01		2001-02		2002-03		2003-04		
049055	Plaisance Elementary School												
	Grade Structure	K-8,N	NG										
	October 1 Membership	30	63										
	Number of Faculty		24										
	School Type	Elementa	ary										
	School Performance Score (SPS)	72	2.4										
	School Performance Category *		4										
	Two Year Growth Target	77	7.7										
District													
	Total Number of Schools		37										
	October 1 Membership	15,98											
	Number of Faculty	1,00						,					
Scho	ools by Performance Category	Percent Numb	ber	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	School of Academic Excellence	0.0	0										
	School of Academic Distinction	0.0	0										
	School of Academic Achievement	6.7	2										
	Academically Above Average	63.3	19										
	Academically Below Average	30.0	9										
	Academically Unacceptable School	0.0	0										
	Number of Schools*	100.0	30										
State													
	Total Number of Schools	1,50	07										
	October 1 Membership	766,27	74										
	Number of Faculty	49,29	98										
Scho	ools by Performance Category	Percent Numb	ber	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	School of Academic Excellence	0.1	1										
	School of Academic Distinction	1.3	15										
	School of Academic Achievement	7.9	94										
	Academically Above Average	44.0 52	24										
	Academically Below Average	42.0 50	00										
	Academically Unacceptable School	4.8	57										
	Number of Schools*	100.0 1,19	91										
	* For 1008-00, schools with grades K-8 were included in the												

^{*} For 1998-99, schools with grades K-8 were included in the accountability system.

 $[\]sim$ = Unavailable Data P = Pre-kindergarten NG = Nongraded

^{* 1 =} School of Academic Excellence 2 = School of Academic Distinction

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Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in each district. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation

This report displays the percent of faculty with a master's degree or higher.

Definition

• Faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class).

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data submitted to the LDE via the *Profile of Educational Personnel* (PEP).

Faculty degree status—district-reported data submitted to the LDE via the *Profile of Educational Personnel* (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

Percent of Faculty
with a Master's Degree = Number of Faculty with a Master's Degree or Higher
or Higher

Total Number of Faculty at All Education Levels

X 100

Table 2Faculty with a Master's Degree or Higher

		1998-	.99	1999-00		2000-01		2001-02		2002-03	2003	3-04
		Percent N	umber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049003	Cankton Elementary School	45.45	5									
049004	Central Middle School	32.26	10									
049006	Creswell Elementary School	40.91	9									
049007	East Elementary School	39.13	9									
049008	East Junior High School	69.23	18									
049009	Eunice Elementary School	30.43	7									
049010	Eunice High School	40.63	26									
049011	Eunice Junior High School	28.57	10									
049012	Eunice Vocational Education Center	14.29	1									
049013	Glendale Elementary School	47.62	10									
049014	Grand Coteau Elementary School	30.77	4									
049015	Grand Prairie Elementary School	30.00	6									
049016	Grolee Elementary School	46.15	18									
049017	Highland Elementary School	27.27	6									
049018	Krotz Springs Elementary School	28.57	6									
049019	Lawtell Elementary School	34.09	15									
049021	Leonville Elementary School	35.48	11									
049023	Melville Elementary School	46.15	6									
049026	Morrow Elementary School	37.50	3									
049028	North Elementary School	54.17	13									
049029	Northeast Elementary School	19.23	5									
049031	Opelousas Junior High School	43.24	16									
049032	Opelousas Senior High School	49.15	29									
049033	Palmetto Elementary School	52.94	9									
049035	Park Vista Elementary School	34.88	15									
049037	Port Barre Elementary School	27.78	5									
049038	Port Barre High School	34.78	16									
049040	South Street Elementary School	50.00	12									
049041	Southwest Elementary School	50.00	14									
049042	Sunset Elementary School	40.00	12									
049044	Washington Elementary School	75.00	12									
049045	Washington Vocational Education Center	14.29	2									
049051	North Central High School	52.00	13									
049052	Beau Chene High School	50.00	23									
049053	Northwest High School	37.93	11									
049054	Arnaudville Elementary School	27.59	8									

^{~ =} Unavailable Data

Table 2Faculty with a Master's Degree or Higher

	1998-99		1999	9-00	0 2000-01		2001-02		2002-03	2003	3-04
	Percent N	lumber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049055 Plaisance Elementary School	50.00	12									
District	40.34	407									
State	42.05 2	20,732									

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in each district, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

Data Presentation

This report provides the 1998-99 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

• Class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report (ASR)* data to determine which classes should be included/excluded from the class size calculations:

Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range | (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the Annual School Report (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators (Bulletin 741)*, Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

		199	8-99	1999-00	2000-01	200	1-02	2002	2-03	2003-04
		Percent	Number	Percent Number	Percent Number	Percent	Number	Percent	Number	Percent Number
049003	Cankton Elementary School									
	Class Size Range 1 - 20	36.36	4							
	Class Size Range 21 - 26	45.45	5							
	Class Size Range 27 or more	18.18	2							
049004	Central Middle School									
	Class Size Range 1 - 20	2.63	1							
	Class Size Range 21 - 26	84.21	32							
	Class Size Range 27 or more	13.16	5							
049006	Creswell Elementary School								ı	
	Class Size Range 1 - 20	67.74								
	Class Size Range 21 - 26	6.45	2							
	Class Size Range 27 or more	25.81	8							
049007	East Elementary School						1			
	Class Size Range 1 - 20	51.85								
	Class Size Range 21 - 26	48.15	13							
049009	Eunice Elementary School						1			
	Class Size Range 1 - 20	56.00								
	Class Size Range 21 - 26	40.00								
	Class Size Range 27 or more	4.00	1							
049013	Glendale Elementary School						1			
	Class Size Range 1 - 20	56.25	9							
	Class Size Range 21 - 26	18.75	3							
	Class Size Range 27 or more	25.00	4							
049014	Grand Coteau Elementary School						I			
	Class Size Range 1 - 20	60.00								
	Class Size Range 21 - 26	33.33	5							
	Class Size Range 27 or more	6.67	1							
049015	Grand Prairie Elementary School						1			
	Class Size Range 1 - 20	9.68								
	Class Size Range 21 - 26	67.74								
	Class Size Range 27 or more	22.58	7							
049016	Grolee Elementary School						I			
	Class Size Range 1 - 20	27.59								
	Class Size Range 21 - 26	55.17	48							
	Class Size Range 27 or more	17.24	15							

		1998-	99	199	9-00	2000	0-01	2002	1-02	2002-03	2003	3-04
		Percent Nu	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049017	Highland Elementary School											
	Class Size Range 1 - 20	81.25	13									
	Class Size Range 21 - 26	18.75	3									
049018	Krotz Springs Elementary School											
	Class Size Range 1 - 20	57.65	49									
	Class Size Range 21 - 26	31.76	27									
	Class Size Range 27 or more	10.59	9									
049019	Lawtell Elementary School				1							
	Class Size Range 1 - 20	14.47	11									
	Class Size Range 21 - 26	63.16	48									
	Class Size Range 27 or more	22.37	17									
049021	Leonville Elementary School				1							
	Class Size Range 1 - 20	10.26	4									
	Class Size Range 21 - 26	76.92	30									
	Class Size Range 27 or more	12.82	5									
049023	Melville Elementary School				1							
	Class Size Range 1 - 20	70.00	7									
	Class Size Range 21 - 26	30.00	3									
049026	Morrow Elementary School											
	Class Size Range 1 - 20	95.00	19									
	Class Size Range 21 - 26	5.00	1									
049028	North Elementary School				ı							
	Class Size Range 1 - 20	24.24	8									
	Class Size Range 21 - 26	60.61	20									
	Class Size Range 27 or more	15.15	5									
049029	Northeast Elementary School				1							
	Class Size Range 1 - 20	24.39	10									
	Class Size Range 21 - 26	60.98	25									
	Class Size Range 27 or more	14.63	6									
049033	Palmetto Elementary School				ı							
	Class Size Range 1 - 20	50.00	9									
	Class Size Range 21 - 26	44.44	8									
	Class Size Range 27 or more	5.56	1									

^{~ =} Unavailable Data

		1998-99		1999-00	2000-01	200	1-02	2002	2-03	2003-04
		Percent	Number	Percent Number	Percent Number	Percent	Number	Percent	Number	Percent Number
049035	Park Vista Elementary School									
	Class Size Range 1 - 20	12.80								
	Class Size Range 21 - 26	60.00								
	Class Size Range 27 or more	27.20	34							
049037	Port Barre Elementary School									
	Class Size Range 1 - 20	31.25	5							
	Class Size Range 21 - 26	68.75	11							
049040	South Street Elementary School									
	Class Size Range 1 - 20	17.02								
	Class Size Range 21 - 26	31.91	15							
	Class Size Range 27 or more	51.06	24							
049041	Southwest Elementary School									
	Class Size Range 1 - 20	39.39	13							
	Class Size Range 21 - 26	12.12								
	Class Size Range 27 or more	48.48	16							
049042	Sunset Elementary School									
	Class Size Range 1 - 20	42.98								
	Class Size Range 21 - 26	42.98								
	Class Size Range 27 or more	14.04	16							
049044	Washington Elementary School									
	Class Size Range 1 - 20	40.48								
	Class Size Range 21 - 26	42.86								
	Class Size Range 27 or more	16.67	7							
049054	Arnaudville Elementary School									
	Class Size Range 1 - 20	25.00								
	Class Size Range 21 - 26	54.55	24							
	Class Size Range 27 or more	20.45	9							
049055	Plaisance Elementary School									
	Class Size Range 1 - 20	40.00								
	Class Size Range 21 - 26	47.50								
	Class Size Range 27 or more	12.50	5							

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	Percent Number	Percent Numb	er Percent Number	Percent Number	Percent Number	Percent Number
District (Elementary Schools)						
Class Size Range 1 - 20	33.70 364					
Class Size Range 21 - 26	48.06 519					
Class Size Range 27 or more	18.24 197					
District (All Schools)						
Class Size Range 1 - 20	31.51 800					
Class Size Range 21 - 26	39.50 1,003					
Class Size Range 27 or more	28.99 736					
State (Elementary Schools)						
Class Size Range 1 - 20	36.48 11,901					
Class Size Range 21 - 26	50.38 16,434					
Class Size Range 27 or more	13.14 4,285					
State (All Schools)						
Class Size Range 1 - 20	36.91 44,332					
Class Size Range 21 - 26	38.50 46,247					
Class Size Range 27 or more	24.59 29,539					

Middle/Jr. High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	Percent Numbe	r Percent Number	Percent Number	Percent Number	Percent Number	Percent Number
049008 East Junior High School						
Class Size Range 1 - 20	29.23					
Class Size Range 21 - 26	64.62 42	,				
Class Size Range 27 or more	6.15					
049011 Eunice Junior High School						
Class Size Range 1 - 20	14.00 14					
Class Size Range 21 - 26	27.00 27					
Class Size Range 27 or more	59.00 59					
049031 Opelousas Junior High School						
Class Size Range 1 - 20	4.44					
Class Size Range 21 - 26	11.11 10					
Class Size Range 27 or more	84.44 76					
District (Middle/Jr. High Schools)						
Class Size Range 1 - 20	14.51 37					
Class Size Range 21 - 26	30.98 79					
Class Size Range 27 or more	54.51 139					
District (All Schools)						
Class Size Range 1 - 20	31.51 800					
Class Size Range 21 - 26	39.50 1,003					
Class Size Range 27 or more	28.99 736					
State (Middle/Jr. High Schools)						
Class Size Range 1 - 20	29.78 9,029					
Class Size Range 21 - 26	39.56 11,994					
Class Size Range 27 or more	30.66 9,294					
State (All Schools)						
Class Size Range 1 - 20	36.91 44,332	,				
Class Size Range 21 - 26	38.50 46,247					
Class Size Range 27 or more	24.59 29,539					

High Schools

		1998-99		1999	-00	200	0-01	200	1-02	2002-03	2003	3-04
		Percent N	umber	Percent N	umber	Percent	Number	Percent	Number	Percent Number	Percent	Number
049010	Eunice High School											
	Class Size Range 1 - 20	32.79	60									
	Class Size Range 21 - 26	44.26	81									
	Class Size Range 27 or more	22.95	42									
049012	Eunice Vocational Education Center									1		
	Class Size Range 1 - 20	100.00	35									
049032	Opelousas Senior High School											
	Class Size Range 1 - 20	20.83	55									
	Class Size Range 21 - 26	42.05	111									
	Class Size Range 27 or more	37.12	98									
049045	Washington Vocational Education Center											
	Class Size Range 1 - 20	100.00	73									
049051	North Central High School											
	Class Size Range 1 - 20	57.38	35									
	Class Size Range 21 - 26	21.31	13									
	Class Size Range 27 or more	21.31	13									
049052	Beau Chene High School									1		
	Class Size Range 1 - 20	10.38	22									
	Class Size Range 21 - 26	33.49	71									
	Class Size Range 27 or more	56.13	119									
049053	Northwest High School									,		
	Class Size Range 1 - 20	50.00	69									
	Class Size Range 21 - 26	34.06	47									
	Class Size Range 27 or more	15.94	22									

High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	Percent Number					
District (High Schools)						
Class Size Range 1 - 20	36.13 349					
Class Size Range 21 - 26	33.44 323					
Class Size Range 27 or more	30.43 294					
District (All Schools)						
Class Size Range 1 - 20	31.51 800					
Class Size Range 21 - 26	39.50 1,003					
Class Size Range 27 or more	28.99 736					
State (High Schools)						
Class Size Range 1 - 20	37.47 18,477					
Class Size Range 21 - 26	31.83 15,697					
Class Size Range 27 or more	30.71 15,144					
State (All Schools)						
Class Size Range 1 - 20	36.91 44,332					
Class Size Range 21 - 26	38.50 46,247					
Class Size Range 27 or more	24.59 29,539					

Combination Schools

	1998-	99	1999	9-00	200	0-01	200	1-02	2002-03	2003	3-04
	Percent Nu	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049038 Port Barre High School											
Class Size Range 1 - 20	21.01	50									
Class Size Range 21 - 26	34.45	82									
Class Size Range 27 or more	44.54	106									
District (Combination Schools)											
Class Size Range 1 - 20	21.01	50									
Class Size Range 21 - 26	34.45	82									
Class Size Range 27 or more	44.54	106									
District (All Schools)											
Class Size Range 1 - 20	31.51	800									
Class Size Range 21 - 26	39.50	1,003									
Class Size Range 27 or more	28.99	736									
State (Combination Schools)											
Class Size Range 1 - 20	62.64	1,925									
Class Size Range 21 - 26	26.99	2,122									
Class Size Range 27 or more	10.38	816									
State (All Schools)											
Class Size Range 1 - 20	36.91 44	1,332									
Class Size Range 21 - 26	38.50 46	5,247									
Class Size Range 27 or more	24.59 29	9,539									

Part 3. Student Participation

Student Attendance	3-1
Students Suspended and Expelled	3-7

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order.

Data Presentation

This report presents the percent of student attendance for the school, district, and state, based on the school category.

Definitions

- Aggregate days attendance—the total number of days that students are *present* at the school site over the course of the school year.
- Aggregate days membership—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This finding is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

• Day of attendance—effective with the 1992-93 school year, when a student "(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips." (Bulletin 741)

"Students who meet the above criteria and are present at the school site for 26-50 percent of the student's instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student's instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." (Bulletin 741)

The above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

• *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources References

The attendance indicator is based on district-reported data submitted to the LDE via the *Student Information System* (SIS).

Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.

Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.

Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

District-level Aggregation

Percent of Student Attendance = $\frac{Total Aggregate Days of Attendance for}{All Schools in the District} \times 100^*$ Total Aggregate Days of Membership for All Schools in the District

State-level Aggregation

Percent of Student Attendance = $\frac{Total \, Aggregate \, Days \, of \, Attendance \, for}{All \, Schools \, in \, the \, State} \times 100^*$ $for \, All \, Schools \, in \, the \, State}$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049003	Cankton Elementary School	95.77					
049004	Central Middle School	93.53					
049006	Creswell Elementary School	97.39					
049007	East Elementary School	94.61					
049009	Eunice Elementary School	93.67					
049013	Glendale Elementary School	95.96					
049014	Grand Coteau Elementary School	93.23					
049015	Grand Prairie Elementary School	94.82					
049016	Grolee Elementary School	94.98					
049017	Highland Elementary School	94.91					
049018	Krotz Springs Elementary School	94.58					
049019	Lawtell Elementary School	93.45					
049021	Leonville Elementary School	96.30					
049023	Melville Elementary School	93.64					
049026	Morrow Elementary School	94.67					
049028	North Elementary School	94.19					
049029	Northeast Elementary School	95.95					
049033	Palmetto Elementary School	95.87					
049035	Park Vista Elementary School	96.34					
049037	Port Barre Elementary School	96.08					
049040	South Street Elementary School	95.17					
049041	Southwest Elementary School	95.12					
049042	Sunset Elementary School	93.93					
049044	Washington Elementary School	97.03					
049054	Arnaudville Elementary School	95.80					
049055	Plaisance Elementary School	94.95					
District (Elementary Schools)	95.04					
District (All Schools)	92.20					
State (El	ementary Schools)	95.15					
State (Al	l Schools)	93.53					

Table 4b: Percent of Student Attendance

Middle/Jr. High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049008 East Junior High School	87.90					
049011 Eunice Junior High School	90.33					
049031 Opelousas Junior High School	88.50					
District (Middle/Jr. High Schools)	89.09					
District (All Schools)	92.20					
State (Middle/Jr. High Schools)	92.85					
State (All Schools)	93.53					

Table 4c: Percent of Student Attendance

High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049010 Eunice High School	84.86					
049032 Opelousas Senior High School	88.01					
049051 North Central High School	82.07					
049052 Beau Chene High School	90.03					
049053 Northwest High School	87.88					
District (High Schools)	87.13					
District (All Schools)	92.20					
State (High Schools)	90.87					
State (All Schools)	93.53					

Table 4d: Percent of Student Attendance

Combination Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049038 Port Barre High School	88.86					
District (Combination Schools)	88.86					
District (All Schools)	92.20					
State (Combination Schools)	94.11					
State (All Schools)	93.53					

Student suspension harms not only students by depriving them of valuable instruction, but also communities, the individual school, and school district (Garibaldi, 1978).

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the "students suspended" number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation

This report presents the 1998-99 school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- Cumulative Enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school-and district-level suspension and expulsion percents.
- *In-school Expulsion*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.
- In-school Suspension—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.
- Out-of-school Expulsion—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- Out-of-school Suspension—a student temporarily prohibited from participating in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994), who found that suspension rates are significantly higher in middle schools than in elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the *Student Information System* (SIS).

References

- Children's Defense Fund. (1975). School Suspensions Are They Helping Children? Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report.* Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$Percent of Students Suspended = \frac{Number of Students Suspended}{Cumulative Enrollment} \times 100$$

$$Percent of Students Expelled = \frac{Number of Students Expelled}{Cumulative Enrollment} \times 100$$

District-level Aggregation

$$Percent of Students Suspended = \frac{Total Number of Students Suspended}{for All Schools in the District} \times 100^*$$

$$Percent of Students Expelled = \frac{Total Number of Students Expelled}{For All Schools in the District} \times 100^*$$

$$Cumulative Enrollment for All Schools in the District}{Cumulative Enrollment for All} \times 100^*$$

$$Schools in the District}$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

		1998-99	199	99-00	2000-01	200	1-02	2002-03	2003	3-04
		Percent Numbe	r Perce	nt Number	Percent Number	Percent	Number	Percent Number	Percent	Number
049003	Cankton Elementary School									
	Suspended (In School)	0.00)							
	Suspended (Out of School)	4.64)							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049004	Central Middle School									
	Suspended (In School)	3.42 20)							
	Suspended (Out of School)	13.70 80)							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.17								
049006	Creswell Elementary School									
	Suspended (In School)	0.80								
	Suspended (Out of School)	1.88	'							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049007	East Elementary School									
	Suspended (In School)	0.25								
	Suspended (Out of School)	0.75	;							
	Expelled (In School)	0.00								
	Expelled (Out of School)	0.00)							
049009	Eunice Elementary School									
	Suspended (In School)	0.00								
	Suspended (Out of School)	2.08								
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049013	Glendale Elementary School									
	Suspended (In School)	0.00								
	Suspended (Out of School)	0.81	;							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049014	Grand Coteau Elementary School									
	Suspended (In School)	1.09	}							
	Suspended (Out of School)	1.46								
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							

		1998-99	19	99-00	2000-01	1 2001-02		2002-03	2003	3-04
		Percent Numbe	r Perce	nt Number	Percent Number	Percent	Number	Percent Number	Percent	Number
049015	Grand Prairie Elementary School									
	Suspended (In School)	0.00)							
	Suspended (Out of School)	5.48	5							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.34								
049016	Grolee Elementary School									
	Suspended (In School)	0.00								
	Suspended (Out of School)	0.61	í							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049018	Krotz Springs Elementary School									
	Suspended (In School)	0.00								
	Suspended (Out of School)	5.07	3							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049019	Lawtell Elementary School									
	Suspended (In School)	0.51								
	Suspended (Out of School)	9.38 73	;							
	Expelled (In School)	0.00								
	Expelled (Out of School)	0.26	2							
049021	Leonville Elementary School									
	Suspended (In School)	0.00								
	Suspended (Out of School)	1.69)							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049023	Melville Elementary School									
	Suspended (In School)	0.00)							
	Suspended (Out of School)	1.95	;							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							
049026	Morrow Elementary School									
	Suspended (In School)	0.00)							
	Suspended (Out of School)	5.03)							
	Expelled (In School)	0.00)							
	Expelled (Out of School)	0.00)							

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
		Percent Number					
049028	North Elementary School						
	Suspended (In School)	0.21 1					
	Suspended (Out of School)	7.48 35					
	Expelled (In School)	0.00					
	Expelled (Out of School)	0.21 1					
049033	Palmetto Elementary School						
	Suspended (In School)	0.00					
	Suspended (Out of School)	4.44 11					
	Expelled (In School)	0.00					
	Expelled (Out of School)	0.00					
049035	Park Vista Elementary School	_					,
	Suspended (In School)	0.00					
	Suspended (Out of School)	1.07					
	Expelled (In School)	0.00					
	Expelled (Out of School)	0.00					
049037	Port Barre Elementary School						
	Suspended (In School)	0.00					
	Suspended (Out of School)	0.97					
	Expelled (In School)	0.00					
	Expelled (Out of School)	0.00					
049040	South Street Elementary School						
	Suspended (In School)	0.00					
	Suspended (Out of School)	2.46 17					
	Expelled (In School)	0.00					
	Expelled (Out of School)	0.00					
049041	Southwest Elementary School						
	Suspended (In School)	0.00					
	Suspended (Out of School)	1.06 6					
	Expelled (In School)	0.00					
	Expelled (Out of School)	0.18					
049042	Sunset Elementary School						
	Suspended (In School)	2.28 14					
	Suspended (Out of School)	7.33 45					
	Expelled (In School)	0.00					
	Expelled (Out of School)	0.16					

		199	8-99	1999-00	2000-01	2001-02	2002-03	2003-04
		Percent	Number	Percent Number				
049044	Washington Elementary School			-				
	Suspended (In School)	0.00	0					
	Suspended (Out of School)	2.14	6					
	Expelled (In School)	0.00	0					
	Expelled (Out of School)	0.00	0					
049054	Arnaudville Elementary School							
	Suspended (In School)	1.11	6					
	Suspended (Out of School)	3.70	20					
	Expelled (In School)	0.00	0					
	Expelled (Out of School)	0.00	0					
049055	Plaisance Elementary School							
	Suspended (In School)	0.23	1					
	Suspended (Out of School)	8.90	38					
	Expelled (In School)	0.00	0					
	Expelled (Out of School)	0.47	2					

	1998-	.99	1999	9-00	200	0-01	200	1-02	2002-03	2003	3-04
	Percent N	umber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
District (Elementary Schools)											
Suspended (In School)	0.50	53									
Suspended (Out of School)	4.11	439									
Expelled (In School)	0.00	0									
Expelled (Out of School)	0.08	9									
District (All Schools)											
Suspended (In School)	0.88	155									
Suspended (Out of School)	9.02	1,597									
Expelled (In School)	0.00	0									
Expelled (Out of School)	0.40	70									
State (Elementary Schools)											
Suspended (In School)	3.36 1	2,975									
Suspended (Out of School)	5.10 1	9,705									
Expelled (In School)	0.05	190									
Expelled (Out of School)	0.06	214									
State (All Schools)											
Suspended (In School)	8.14 6	3,578									
Suspended (Out of School)	10.54 8	2,290									
Expelled (In School)	0.23	1,779									
Expelled (Out of School)	0.46	3,601									

Middle/Jr. High Schools

			1998-99		1999-00		2000-01		2001-02		2002-03		2003	3-04
			Percent	Number										
049008	Eas	t Junior High School												
		Suspended (In School)	0.71	3										
		Suspended (Out of School)	24.76	105										
		Expelled (In School)	0.00	0										
		Expelled (Out of School)	1.89	8										
049011	Eun	ice Junior High School												
		Suspended (In School)	0.00	0										
		Suspended (Out of School)	14.19	89										
		Expelled (In School)	0.00	0										
		Expelled (Out of School)	0.32	2										
049031	Ope	lousas Junior High School												
		Suspended (In School)	0.00	0										
		Suspended (Out of School)	13.33	82										
		Expelled (In School)	0.00	0										
		Expelled (Out of School)	3.41	21										

Middle/Jr. High Schools

	1998-99		1999	9-00	2000-01		2001-02		2002-03	2003	3-04
	Percent N	lumber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
District (Middle/Jr. High Schools)											
Suspended (In School)	0.18	3									
Suspended (Out of School)	16.90	275									
Expelled (In School)	0.00	0									
Expelled (Out of School)	1.91	31									
District (All Schools)											
Suspended (In School)	0.88	155									
Suspended (Out of School)	9.02	1,597									
Expelled (In School)	0.00	0									
Expelled (Out of School)	0.40	70									
State (Middle/Jr. High Schools)											
Suspended (In School)	16.35 2	21,735									
Suspended (Out of School)	19.38 2	25,751									
Expelled (In School)	0.57	756									
Expelled (Out of School)	1.12	1,482									
State (All Schools)											
Suspended (In School)	8.14	53,578									
Suspended (Out of School)	10.54 8	32,290									
Expelled (In School)	0.23	1,779									
Expelled (Out of School)	0.46	3,601									

High Schools

		1998	.99	1999	-00	2000	0-01	200	1-02	2002-03	2003	3-04
		Percent N	umber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049010	Eunice High School											
	Suspended (In School)	9.28	99									
	Suspended (Out of School)	15.09	161									
	Expelled (In School)	0.00	0									
	Expelled (Out of School)	0.19	2									
049032	Opelousas Senior High School											
	Suspended (In School)	0.00	0									
	Suspended (Out of School)	14.35	223									
	Expelled (In School)	0.00	0									
	Expelled (Out of School)	0.45	7									
049051	North Central High School											
	Suspended (In School)	0.00	0									
	Suspended (Out of School)	9.90	48									
	Expelled (In School)	0.00	0									
	Expelled (Out of School)	0.21	1									
049052	Beau Chene High School											
	Suspended (In School)	0.00	0									
	Suspended (Out of School)	22.56	231									
	Expelled (In School)	0.00	0									
	Expelled (Out of School)	1.07	11									
049053	Northwest High School									,		
	Suspended (In School)	0.00	0									
	Suspended (Out of School)	17.03	109									
	Expelled (In School)	0.00	0									
	Expelled (Out of School)	0.47	3									

High Schools

	1998-99		1999	9-00	2000-01		2001-02		2002-03	2003	3-04
	Percent Ni	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
District (High Schools)											
Suspended (In School)	2.11	99									
Suspended (Out of School)	16.43	772									
Expelled (In School)	0.00	0									
Expelled (Out of School)	0.51	24									
District (All Schools)											
Suspended (In School)	0.88	155									
Suspended (Out of School)	9.02	1,597									
Expelled (In School)	0.00	0									
Expelled (Out of School)	0.40	70									
State (High Schools)											
Suspended (In School)	11.84 27	7,296									
Suspended (Out of School)	14.88 34	1,314									
Expelled (In School)	0.30	701									
Expelled (Out of School)	0.78	1,797									
State (All Schools)											
Suspended (In School)	8.14 63	3,578									
Suspended (Out of School)	10.54 82	2,290									
Expelled (In School)	0.23	1,779									
Expelled (Out of School)	0.46	3,601									

Combination Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
		er Percent Number	+			
049038 Port Barre High School					_	
Suspended (In School)	0.00)				
Suspended (Out of School)	11.50 11	1				
Expelled (In School)	0.00)				
Expelled (Out of School)	0.61	5				
District (Combination Schools)						
Suspended (In School)	0.00)				
Suspended (Out of School)	11.50 11	1				
Expelled (In School)	0.00)				
Expelled (Out of School)	0.61	5				
District (All Schools)						
Suspended (In School)	0.88 15	5				
Suspended (Out of School)	9.02 1,59	7				
Expelled (In School)	0.00)				
Expelled (Out of School)	0.40 7)				
State (Combination Schools)						
Suspended (In School)	3.91 1,71	2				
Suspended (Out of School)	7.28 3,18	5				
Expelled (In School)	0.30 13	3				
Expelled (Out of School)	0.29 12	3				
State (All Schools)						
Suspended (In School)	8.14 63,57					
Suspended (Out of School)	10.54 82,29)				
Expelled (In School)	0.23 1,77)				
Expelled (Out of School)	0.46 3,60	1				

Part 4. Student Achievement

Developmental Reading Assessment Results	4-1
Criterion-referenced Test (CRT) – LEAP 21 Test Results	
Criterion-referenced Test (CRT) – GEE Results	4-31
Norm-referenced Test (NRT) – Iowa Tests Results	
• • • • • • • • • • • • • • • • • • • •	

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this skill acquisition is not an easy task for some children because of a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Focusing on this important issue, the Louisiana Legislature funded a K-3 reading and mathematics initiative in its 1997 and 1998 legislative sessions.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each public school in the district, with schools listed in site code order. District and state results are presented for comparison purposes.

Definition

The following students were evaluated and included in the assessment results:

- all regular education students enrolled as of October 1, 1998;
- all special education students whose IEPs designate that they are in a specially designed, regular instructional program;
- all Limited English Proficient (LEP) students who were enrolled in and who completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- students in alternative programs or placements who are addressing regular curriculum standards; and
- all disabled students according to Section 504.

Assessment Instruments

This year's results were based on Louisiana's new **Developmental Reading Assessment** (**DRA**) program, a uniform examination used statewide for the first time in the 1998-99 school year. The tests are an essential part of the K-3 Reading and Mathematics Initiative, designed both to identify students at-risk of reading failure and to provide individualized instruction. Two major aspects of reading which are critical to independence as a reader are evaluated by the DRA, which is administered to each individual student; (a) accuracy of oral reading, and (b) comprehension through reading and re-telling of narrative stories.

In the 1998-99 school year, first-grade students were assessed in the spring semester only, while second- and third-grade students were assessed both in the fall and spring semesters. The results shown in this report are based on assessment in fall of 1998.

Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

Data Sources

The Reading Level data are based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

Percent of Students Number of Students Reading Below Grade Level X 100 Reading Below Total Number of Students Assessed in that Grade Grade Level Percent of Students Number of Students Reading On Grade Level Reading On X 100 Total Number of Students Assessed in that Grade Grade Level Percent of Students Number of Students Reading Above Grade Level X 100 Reading Above Total Number of Students Assessed in that Grade Grade Level

Table 7a: Developmental Reading Assessment Results - Grade 2

Percent and Number of Students Reading Below, On, or Above Grade Level

	1998-99 1999-00		2000-01		2001-02		2002-03	2003	3-04		
	Percent Nu	mber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049003 Cankton Elementary School											
Students Assessed		25									
Students Reading Below Their Grade Level	32.00	8									
Students Reading On Their Grade Level	24.00	6									
Students Reading Above Their Grade Level	44.00	11									
049006 Creswell Elementary School							_				
Students Assessed		47									
Students Reading Below Their Grade Level	57.45	27									
Students Reading On Their Grade Level	42.55	20									
Students Reading Above Their Grade Level	0.00	0									
049007 East Elementary School							r				
Students Assessed		56									
Students Reading Below Their Grade Level	53.57	30									
Students Reading On Their Grade Level	26.79	15									
Students Reading Above Their Grade Level	19.64	11									
049009 Eunice Elementary School							г				
Students Assessed		51									
Students Reading Below Their Grade Level	62.75	32									
Students Reading On Their Grade Level	17.65	9									
Students Reading Above Their Grade Level	19.61	10									
049013 Glendale Elementary School							r				
Students Assessed		62									
Students Reading Below Their Grade Level	30.65	19									
Students Reading On Their Grade Level	38.71	24									
Students Reading Above Their Grade Level	30.65	19									
049014 Grand Coteau Elementary School							r				
Students Assessed		33									
Students Reading Below Their Grade Level	42.42	14									
Students Reading On Their Grade Level	27.27	9									
Students Reading Above Their Grade Level	30.30	10									

Table 7a: Developmental Reading Assessment Results - Grade 2

Percent and Number of Students Reading Below, On, or Above Grade Level

	1998-	1998-99 1999-00		2000-01		2001-02		2002-03	2003	3-04	
	Percent N	umber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049015 Grand Prairie Elementary School				l.							
Students Assessed		28									
Students Reading Below Their Grade Level	39.29	11									
Students Reading On Their Grade Level	32.14	9									
Students Reading Above Their Grade Level	28.57	8									
049016 Grolee Elementary School									<u> </u>		
Students Assessed		85									
Students Reading Below Their Grade Level	56.47	48									
Students Reading On Their Grade Level	24.71	21									
Students Reading Above Their Grade Level	18.82	16									
049017 Highland Elementary School							-				
Students Assessed		55									
Students Reading Below Their Grade Level	27.27	15									
Students Reading On Their Grade Level	43.64	24									
Students Reading Above Their Grade Level	29.09	16									
049018 Krotz Springs Elementary School							-				
Students Assessed		35									
Students Reading Below Their Grade Level	42.86	15									
Students Reading On Their Grade Level	57.14	20									
Students Reading Above Their Grade Level	0.00	0									
049019 Lawtell Elementary School							-				
Students Assessed		60									
Students Reading Below Their Grade Level	35.00	21									
Students Reading On Their Grade Level	55.00	33									
Students Reading Above Their Grade Level	10.00	6									
049021 Leonville Elementary School							r				
Students Assessed		57									
Students Reading Below Their Grade Level	17.54	10									
Students Reading On Their Grade Level	64.91	37									
Students Reading Above Their Grade Level	17.54	10									

	1998-99		1999-00	2000)-01	200	1-02	2002-03	2003	3-04
	Percent Nu	ımber	Percent Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049023 Melville Elementary School			,							
Students Assessed		28								
Students Reading Below Their Grade Level	78.57	22								
Students Reading On Their Grade Level	21.43	6								
Students Reading Above Their Grade Level	0.00	0								
049026 Morrow Elementary School				_					·	
Students Assessed		17								
Students Reading Below Their Grade Level	17.65	3								
Students Reading On Their Grade Level	64.71	11								
Students Reading Above Their Grade Level	17.65	3								
049028 North Elementary School				 					r	
Students Assessed		50								
Students Reading Below Their Grade Level	36.00	18								
Students Reading On Their Grade Level	62.00	31								
Students Reading Above Their Grade Level	2.00	1								
049029 Northeast Elementary School				 					r	
Students Assessed		38								
Students Reading Below Their Grade Level	57.89	22								
Students Reading On Their Grade Level	39.47	15								
Students Reading Above Their Grade Level	2.63	1								
049033 Palmetto Elementary School				 					r	
Students Assessed		29								
Students Reading Below Their Grade Level	31.03	9								
Students Reading On Their Grade Level	37.93	11								
Students Reading Above Their Grade Level	31.03	9								
049035 Park Vista Elementary School				 					r	
Students Assessed		105								
Students Reading Below Their Grade Level	9.52	10								
Students Reading On Their Grade Level	39.05	41								
Students Reading Above Their Grade Level	51.43	54								

	1998-	.99	1999	9-00	2000	0-01	2001	1-02	2002-03	2003	3-04
	Percent N	umber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049037 Port Barre Elementary School							''		•		
Students Assessed		96									
Students Reading Below Their Grade Level	38.54	37									
Students Reading On Their Grade Level	45.83	44									
Students Reading Above Their Grade Level	15.63	15									
049040 South Street Elementary School							_				
Students Assessed		81									
Students Reading Below Their Grade Level	58.02	47									
Students Reading On Their Grade Level	17.28	14									
Students Reading Above Their Grade Level	24.69	20									
049041 Southwest Elementary School							-				
Students Assessed		55									
Students Reading Below Their Grade Level	76.36	42									
Students Reading On Their Grade Level	23.64	13									
Students Reading Above Their Grade Level	0.00	0									
049042 Sunset Elementary School							-				
Students Assessed		43									
Students Reading Below Their Grade Level	86.05	37									
Students Reading On Their Grade Level	11.63	5									
Students Reading Above Their Grade Level	2.33	1									
049044 Washington Elementary School							-				
Students Assessed		37									
Students Reading Below Their Grade Level	16.22	6									
Students Reading On Their Grade Level	64.86	24									
Students Reading Above Their Grade Level	18.92	7									
049054 Arnaudville Elementary School							Ē				
Students Assessed		50									
Students Reading Below Their Grade Level	36.00	18									
Students Reading On Their Grade Level	54.00	27									
Students Reading Above Their Grade Level	10.00	5									

	1998-99		1999	9-00	2000	0-01	200	1-02	2002-03	2003	3-04
									Percent Number		
049055 Plaisance Elementary School											
Students Assessed		27									
Students Reading Below Their Grade Level	18.52	5									
Students Reading On Their Grade Level	0.00	0									
Students Reading Above Their Grade Level	81.48	22									
District	_										
Students Assessed		1,250									
Students Reading Below Their Grade Level	42.08	526									
Students Reading On Their Grade Level	37.52	469									
Students Reading Above Their Grade Level	20.40	255									
State (Pub <u>lic)</u>	_										
Students Assessed		58,615									
Students Reading Below Their Grade Level	56.36	33,038									
Students Reading On Their Grade Level	29.53	17,307									
Students Reading Above Their Grade Level	14.11	8,270									

	1998-99		1999-00	2000)-01	200	1-02	2002-03	2003	3-04
	Percent Nu	mber	Percent Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049003 Cankton Elementary School										
Students Assessed		18								
Students Reading Below Their Grade Level	50.00	9								
Students Reading On Their Grade Level	44.44	8								
Students Reading Above Their Grade Level	5.56	1								
049006 Creswell Elementary School				_						
Students Assessed		31								
Students Reading Below Their Grade Level	9.68	3								
Students Reading On Their Grade Level	90.32	28								
Students Reading Above Their Grade Level	0.00	0								
049007 East Elementary School										
Students Assessed		53								
Students Reading Below Their Grade Level	22.64	12								
Students Reading On Their Grade Level	47.17	25								
Students Reading Above Their Grade Level	30.19	16								
049009 Eunice Elementary School										
Students Assessed		60								
Students Reading Below Their Grade Level	26.67	16								
Students Reading On Their Grade Level	66.67	40								
Students Reading Above Their Grade Level	6.67	4								
049013 Glendale Elementary School										
Students Assessed		58								
Students Reading Below Their Grade Level	25.86	15								
Students Reading On Their Grade Level	56.90	33								
Students Reading Above Their Grade Level	17.24	10								
049014 Grand Coteau Elementary School										
Students Assessed		33								
Students Reading Below Their Grade Level	45.45	15								
Students Reading On Their Grade Level	48.48	16								
Students Reading Above Their Grade Level	6.06	2								

	1998-	99	199	9-00	2000	0-01	2001	1-02	2002-03	2003	3-04
	Percent Nu	mber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049015 Grand Prairie Elementary School									·		
Students Assessed		27									
Students Reading Below Their Grade Level	14.81	4									
Students Reading On Their Grade Level	51.85	14									
Students Reading Above Their Grade Level	33.33	9									
049016 Grolee Elementary School							_				
Students Assessed		84									
Students Reading Below Their Grade Level	23.81	20									
Students Reading On Their Grade Level	59.52	50									
Students Reading Above Their Grade Level	16.67	14									
049017 Highland Elementary School							r			ı	
Students Assessed		59									
Students Reading Below Their Grade Level	18.64	11									
Students Reading On Their Grade Level	66.10	39									
Students Reading Above Their Grade Level	15.25	9									
049018 Krotz Springs Elementary School							г			1	
Students Assessed		33									
Students Reading Below Their Grade Level	3.03	1									
Students Reading On Their Grade Level	87.88	29									
Students Reading Above Their Grade Level	9.09	3									
049019 Lawtell Elementary School							г			1	
Students Assessed		53									
Students Reading Below Their Grade Level	20.75	11									
Students Reading On Their Grade Level	52.83	28									
Students Reading Above Their Grade Level	26.42	14									
049021 Leonville Elementary School							г			1	
Students Assessed		48									
Students Reading Below Their Grade Level	16.67	8									
Students Reading On Their Grade Level	72.92	35									
Students Reading Above Their Grade Level	10.42	5									

	1998-	99	199	9-00	2000)-01	2001	1-02	2002-03	2003	3-04
	Percent Nu	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049023 Melville Elementary School	,			l.	<u>l</u>						
Students Assessed		24									
Students Reading Below Their Grade Level	41.67	10									
Students Reading On Their Grade Level	41.67	10									
Students Reading Above Their Grade Level	16.67	4									
049026 Morrow Elementary School	<u> </u>				_		_				
Students Assessed		22									
Students Reading Below Their Grade Level	13.64	3									
Students Reading On Their Grade Level	45.45	10									
Students Reading Above Their Grade Level	40.91	9									
049028 North Elementary School							_				
Students Assessed		43									
Students Reading Below Their Grade Level	27.91	12									
Students Reading On Their Grade Level	60.47	26									
Students Reading Above Their Grade Level	11.63	5									
049029 Northeast Elementary School							_				
Students Assessed		41									
Students Reading Below Their Grade Level	41.46	17									
Students Reading On Their Grade Level	58.54	24									
Students Reading Above Their Grade Level	0.00	0									
049033 Palmetto Elementary School							_				
Students Assessed		30									
Students Reading Below Their Grade Level	33.33	10									
Students Reading On Their Grade Level	60.00	18									
Students Reading Above Their Grade Level	6.67	2									
049035 Park Vista Elementary School					ŗ		F				
Students Assessed		100									
Students Reading Below Their Grade Level	13.00	13									
Students Reading On Their Grade Level	29.00	29									
Students Reading Above Their Grade Level	58.00	58									

	1998-	99	199	9-00	2000	0-01	2001	1-02	2002-03	2003	3-04
	Percent Ni	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049037 Port Barre Elementary School	<u> </u>								<u> </u>		
Students Assessed		96									
Students Reading Below Their Grade Level	35.42	34									
Students Reading On Their Grade Level	61.46	59									
Students Reading Above Their Grade Level	3.13	3									
049040 South Street Elementary School							_				
Students Assessed		71									
Students Reading Below Their Grade Level	21.13	15									
Students Reading On Their Grade Level	56.34	40									
Students Reading Above Their Grade Level	22.54	16									
049041 Southwest Elementary School							-			·	
Students Assessed		54									
Students Reading Below Their Grade Level	50.00	27									
Students Reading On Their Grade Level	37.04	20									
Students Reading Above Their Grade Level	12.96	7									
049042 Sunset Elementary School							r			,	
Students Assessed		44									
Students Reading Below Their Grade Level	56.82	25									
Students Reading On Their Grade Level	36.36	16									
Students Reading Above Their Grade Level	6.82	3									
049044 Washington Elementary School							r			ı	
Students Assessed		29									
Students Reading Below Their Grade Level	31.03	9									
Students Reading On Their Grade Level	41.38	12									
Students Reading Above Their Grade Level	27.59	8									
049054 Arnaudville Elementary School							r			ı	
Students Assessed		49									
Students Reading Below Their Grade Level	28.57	14									
Students Reading On Their Grade Level	42.86	21									
Students Reading Above Their Grade Level	28.57	14									

	1998-99		1999	9-00	200	0-01	200	1-02	2002-03	2003	3-04
	Percent 1	Number	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049055 Plaisance Elementary School											
Students Assessed		41									
Students Reading Below Their Grade Level	9.76	4									
Students Reading On Their Grade Level	70.73	29									
Students Reading Above Their Grade Level	19.51	8									
District			_								
Students Assessed		1,201									
Students Reading Below Their Grade Level	26.48	318									
Students Reading On Their Grade Level	54.87	659									
Students Reading Above Their Grade Level	18.65	224									
State (Pub <u>lic)</u>			-								
Students Assessed		57,625									
Students Reading Below Their Grade Level	34.48	19,869									
Students Reading On Their Grade Level	45.72	26,348									
Students Reading Above Their Grade Level	19.80	11,418									

Criterion-referenced Test (CRT) – LEAP 21 Test Results

The *LEAP for the 21st Century tests* (or **LEAP 21**), the State's new *criterion*-referenced testing (CRT) program, are administered to students in grades 4 and 8, and will be phased in at the high school level. These tests measure how well a student has mastered the State's new content standards. The high school CRT is commonly known as the Graduation Exit Examination (GEE). Not yet administered in its new format, the current GEE will continue to be given until the new format is phased in. The GEE will be further explained in the next section.

All students take the CRT, except for students who have met participation criteria for alternate assessment as indicated on their Individual Education Plan (IEP). Since 1995-96, CRT scores have been reported for both regular and special education students. The new LEAP 21 tests implemented for the first time in the spring of 1999 to the 4th and 8th graders, differ from the previous CRT tests in the areas described below.

- ◆ These tests are aligned with the new state content standards, which by law must be as rigorous as the National Assessment of Educational Progress (NAEP) tests.
 - The new English language arts tests have longer reading passages and a greater variety of item types. Some openended questions require written responses to what the students read, and students in each grade must write a composition in response to a writing prompt.
 - The new mathematics tests also reflect greater difficulty, with a broader and more challenging range of test items and problem types. For example, there are open-ended problems as well as problems with more than one solution and/or more than one path to a solution.
- ♦ Students will no longer receive a simple "pass/fail," but instead will receive one of five achievement ratings:
 - Advanced-demonstrates superior performance beyond the proficient level of mastery.

- Proficient-demonstrates competency over challenging subject matter and is well-prepared for the next level of schooling.
- Basic-demonstrates only the fundamental knowledge and skills needed for the next level of schooling.
- Approaching Basic-partially demonstrates the fundamental knowledge and skills needed for the next level of schooling.
- Unsatisfactory-does not demonstrate the fundamental knowledge and skills needed for the next level of schooling.

Organization

Tables 8a–8d provide CRT results for grades 4 and 8 for the English language arts and mathematics tests. Table 9 in the next section provides GEE results for first-time GEE test takers.

The tables reflect both the number and percent of students scoring at each proficiency level for each subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving established criteria; LEAP 21 CRT results show the number and percent of Louisiana students in each one of the five proficiency levels described above.

Data Source

The CRT results are based on student-level data tapes provided to the LDE by Data Recognition Corporation (DRC), the test contractor for the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) for grades 4 and 8.

		1998-	1998-99)-00	2000	0-01	2001	1-02	2002-03	2003	3-04
		Percent N	umber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049003	Cankton Elementary School											
	Advanced	0.0	0									
	Proficient	19.2	5									
	Basic	53.8	14									
	Approaching Basic	19.2	5									
	Unsatisfactory	7.7	2									
049006	Creswell Elementary School			ı								
	Advanced	3.2	1									
	Proficient	12.9	4									
	Basic	48.4	15									
	Approaching Basic	25.8	8									
	Unsatisfactory	9.7	3									
049007	East Elementary School			ı								
	Advanced	1.6	1									
	Proficient	17.5	11									
	Basic	55.6	35									
	Approaching Basic	19.0	12									
	Unsatisfactory	6.3	4									
049009	Eunice Elementary School											
	Advanced	6.6	4									
	Proficient	14.8	9									
	Basic	45.9	28									
	Approaching Basic	24.6	15									
	Unsatisfactory	8.2	5									
049013	Glendale Elementary School											
	Advanced	0.0	0									
	Proficient	13.2	9									
	Basic	44.1	30									
	Approaching Basic	23.5	16									
	Unsatisfactory	19.1	13									
049014	Grand Coteau Elementary School											
	Advanced	0.0	0									
	Proficient	25.7	9									
	Basic	37.1	13									
	Approaching Basic	22.9	8									
	Unsatisfactory	14.3	5									

^{~ =} Unavailable Data

		1998-	99	199	9-00	200	0-01	200	1-02	2002-03	2003	3-04
		Percent Nu	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049015	Grand Prairie Elementary School									_		
	Advanced	0.0	0									
	Proficient	13.2	5									
	Basic	57.9	22									
	Approaching Basic	10.5	4									
	Unsatisfactory	18.4	7									
049016	Grolee Elementary School											
	Advanced	2.4	2									
	Proficient	29.8	25									
	Basic	44.0	37									
	Approaching Basic	14.3	12									
	Unsatisfactory	9.5	8									
049017	Highland Elementary School											
	Advanced	0.0	0									
	Proficient	18.3	11									
	Basic	50.0	30									
	Approaching Basic	16.7	10									
	Unsatisfactory	15.0	9									
049018	Krotz Springs Elementary School											
	Advanced	3.6	1									
	Proficient	17.9	5									
	Basic	64.3	18									
	Approaching Basic	10.7	3									
	Unsatisfactory	3.6	1									
049019	Lawtell Elementary School									1		
	Advanced	0.0	0									
	Proficient	10.1	7									
	Basic	50.7	35									
	Approaching Basic	31.9	22									
	Unsatisfactory	7.2	5									
049021	Leonville Elementary School											
	Advanced	2.1	1									
	Proficient	14.9	7									
	Basic	53.2	25									
	Approaching Basic	19.1	9									
	Unsatisfactory	10.6	5									

		1998-	99	1999-00		2000	0-01	200	1-02	2002-03	2003	3-04
		Percent Nu	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049023	Melvi <u>lle Elementary School</u>											
	Advanced	0.0	0									
	Proficient	15.0	3									
	Basic	55.0	11									
	Approaching Basic	20.0	4									
	Unsatisfactory	10.0	2									
049026	Morrow Elementary School											
	Advanced	0.0	0									
	Proficient	5.3	1									
	Basic	73.7	14									
	Approaching Basic	15.8	3									
	Unsatisfactory	5.3	1									
049028	North Elementary School						T					
	Advanced	0.0	0									
	Proficient	3.8	2									
	Basic	23.1	12									
	Approaching Basic	28.8	15									
	Unsatisfactory	44.2	23									
049029	Northeast Elementary School						I					
	Advanced	2.2	1									
	Proficient	4.3	2									
	Basic	47.8	22									
	Approaching Basic	37.0	17									
	Unsatisfactory	8.7	4									
049033	Palmetto Elementary School											
	Advanced	0.0	0									
	Proficient	12.0	3									
	Basic	64.0	16									
	Approaching Basic	16.0	4									
	Unsatisfactory	8.0	2									
049035	Park Vista Elementary School											
	Advanced	3.0	3									
	Proficient	28.3	28									
	Basic	53.5	53									
	Approaching Basic	13.1	13									
	Unsatisfactory	2.0	2									

^{~ =} Unavailable Data

			1998-	99	1999	9-00	2000	0-01	200	1-02	2002-03	2003	3-04
			Percent Nu	mber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049038	Port Ba	arre High School											
	A	Advanced	1.1	1									
	P	Proficient	11.8	11									
	В	Basic	41.9	39									
		Approaching Basic	19.4	18									
		J nsatisfactory	25.8	24									
049040	South S	Street Elementary School											
		Advanced	0.0	0									
	P	Proficient	10.5	9									
		Basic	45.3	39									
		Approaching Basic	26.7	23									
		J nsatisfactory	17.4	15									
049041		est Elementary School											
	A	Advanced	0.0	0									
		Proficient	4.5	3									
	В	Basic	32.8	22									
		Approaching Basic	37.3	25									
		J nsatisfactory	25.4	17									
049042		Elementary School	1										
		Advanced	0.0	0									
		Proficient	2.4	1									
		Basic	56.1	23									
		Approaching Basic	31.7	13									
		Jnsatisfactory	9.8	4									
049044		gton Elementary School											
		Advanced	3.7	1									
	P	Proficient	0.0	0									
		Basic	33.3	9									
		Approaching Basic	29.6	8									
		J nsatisfactory	33.3	9									
049054		lville Elementary School											
	A	Advanced	0.0	0									
	P	Proficient	25.0	13									
		Basic	48.1	25									
		Approaching Basic	17.3	9									
	U	Jnsatisfactory	9.6	5									

		1998	-99					01 2001-02		2002-03	2003	3-04
										Percent Number		
049055	Plaisance Elementary School											
	Advanced	0.0	0									
	Proficient	2.6	1									
	Basic	69.2	27									
	Approaching Basic	23.1	9									
	Unsatisfactory	5.1	2									
District												
	Advanced	1.2	16									
	Proficient	14.3	184									
	Basic	47.9	615									
	Approaching Basic	22.5	289									
	Unsatisfactory	14.1	181									
State												
	Advanced	1.4	797									
	Proficient	14.7	8,451									
	Basic	39.0 2	2,376									
	Approaching Basic	24.1 1	3,845									
	Unsatisfactory	20.7 1	1,872									

		1998-	99	1999	-00	2000	0-01	2001	1-02	2002-03	2003	3-04
		Percent Ni	umber	Percent N	lumber	Percent	Number	Percent	Number	Percent Number	Percent	Number
049003	Cankton Elementary School											
	Advanced	0.0	0									
	Proficient	3.8	1									
	Basic	50.0	13									
	Approaching Basic	23.1	6									
	Unsatisfactory	23.1	6									
049006	Creswell Elementary School											
	Advanced	0.0	0									
	Proficient	6.5	2									
	Basic	19.4	6									
	Approaching Basic	25.8	8									
	Unsatisfactory	48.4	15									
049007	East Elementary School			1								
	Advanced	1.6	1									
	Proficient	7.9	5									
	Basic	38.1	24									
	Approaching Basic	25.4	16									
	Unsatisfactory	27.0	17									
049009	Eunice Elementary School							,				
	Advanced	4.9	3									
	Proficient	6.6	4									
	Basic	50.8	31									
	Approaching Basic	18.0	11									
	Unsatisfactory	19.7	12									
049013	Glendale Elementary School											
	Advanced	0.0	0									
	Proficient	0.0	0									
	Basic	32.4	22									
	Approaching Basic	30.9	21									
	Unsatisfactory	36.8	25									
049014	Grand Coteau Elementary School									,		
	Advanced	5.7	2									
	Proficient	11.4	4									
	Basic	37.1	13									
	Approaching Basic	28.6	10									
	Unsatisfactory	17.1	6									

		1998-	99	1999-00	200	0-01	200	1-02	2002-03	2003	3-04
		Percent Nu	umber	Percent Numbe	r Percent	Number	Percent	Number	Percent Number	Percent	Number
049015	Grand Prairie Elementary School										
	Advanced	0.0	0								
	Proficient	15.8	6								
	Basic	31.6	12								
	Approaching Basic	23.7	9								
	Unsatisfactory	28.9	11								
049016	Grolee Elementary School										
	Advanced	1.2	1								
	Proficient	9.5	8								
	Basic	38.1	32								
	Approaching Basic	29.8	25								
	Unsatisfactory	21.4	18								
049017	Highland Elementary School										
	Advanced	1.7	1								
	Proficient	8.3	5								
	Basic	36.7	22								
	Approaching Basic	30.0	18								
	Unsatisfactory	23.3	14								
049018	Krotz Springs Elementary School										
	Advanced	3.6	1								
	Proficient	17.9	5								
	Basic	64.3	18								
	Approaching Basic	10.7	3								
	Unsatisfactory	3.6	1								
049019	Lawtell Elementary School										
	Advanced	0.0	0								
	Proficient	7.2	5								
	Basic	42.0	29								
	Approaching Basic	23.2	16								
	Unsatisfactory	27.5	19								
049021	Leonville Elementary School										
	Advanced	0.0	0								
	Proficient	8.5	4								
	Basic	44.7	21								
	Approaching Basic	25.5	12			1					
	Unsatisfactory	21.3	10								

^{~ =} Unavailable Data

		1998-	99	1999	-00	2000	0-01	2001	1-02	2002-03	2003	3-04
		Percent Nu	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049023	Melvi <u>lle Elementary School</u>											
	Advanced	0.0	0									
	Proficient	0.0	0									
	Basic	25.0	5									
	Approaching Basic	45.0	9									
	Unsatisfactory	30.0	6									
049026	Morrow Elementary School									1		
	Advanced	0.0	0									
	Proficient	0.0	0									
	Basic	15.8	3									
	Approaching Basic	52.6	10									
	Unsatisfactory	31.6	6									
049028	North Elementary School											
	Advanced	0.0	0									
	Proficient	1.9	1									
	Basic	21.2	11									
	Approaching Basic	25.0	13									
	Unsatisfactory	51.9	27									
049029	Northeast Elementary School											
	Advanced	0.0	0									
	Proficient	2.2	1									
	Basic	26.1	12									
	Approaching Basic	45.7	21									
	Unsatisfactory	26.1	12									
049033	Palmetto Elementary School											
	Advanced	0.0	0									
	Proficient	0.0	0									
	Basic	44.0	11									
	Approaching Basic	36.0	9									
	Unsatisfactory	20.0	5									
049035	Park Vista Elementary School											
	Advanced	5.1	5									
	Proficient	14.1	14									
	Basic	47.5	47									
	Approaching Basic	20.2	20									
	Unsatisfactory	13.1	13									

		1998-	99	1999	-00	2000	0-01	2001	1-02	2002-03	2003	3-04
		Percent Ni	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049038	Port Barre High School											
	Advanced	0.0	0									
	Proficient	6.5	6									
	Basic	28.3	26									
	Approaching Basic	27.2	25									
	Unsatisfactory	38.0	35									
049040	South Street Elementary School											
	Advanced	0.0	0									
	Proficient	3.5	3									
	Basic	25.6	22									
	Approaching Basic	29.1	25									
	Unsatisfactory	41.9	36									
049041	Southwest Elementary School											
	Advanced	0.0	0									
	Proficient	1.5	1									
	Basic	25.4	17									
	Approaching Basic	34.3	23									
	Unsatisfactory	38.8	26									
049042	Sunset Elementary School											
	Advanced	0.0	0									
	Proficient	2.4	1									
	Basic	31.7	13									
	Approaching Basic	34.1	14									
	Unsatisfactory	31.7	13									
049044	Washington Elementary School											
	Advanced	0.0	0									
	Proficient	0.0	0									
	Basic	14.8	4									
	Approaching Basic	22.2	6									
	Unsatisfactory	63.0	17									
049054	Arnaudville Elementary School											
	Advanced	3.8	2									
	Proficient	19.2	10									
	Basic	38.5	20									
	Approaching Basic	28.8	15									
	Unsatisfactory	9.6	5									

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
		Percent Number					
049055	Plaisance Elementary School		_				
	Advanced	0.0					
	Proficient	12.8 5					
	Basic	61.5 24					
	Approaching Basic	10.3 4					
	Unsatisfactory	15.4 6					
District							
	Advanced	1.2 16					
	Proficient	7.1 91					
	Basic	35.7 458					
	Approaching Basic	27.2 349					
	Unsatisfactory	28.8 370					
State							
	Advanced	1.7 1,003					
	Proficient	7.8 4,473					
	Basic	31.7 18,157					
	Approaching Basic	24.0 13,755					
	Unsatisfactory	34.8 19,931					

		1998-99	9	1999-00	200	0-01	200	1-02	2002-03	2003	3-04
									Percent Number		
049008	East Junior High School										
	Advanced		0								
	Proficient	4.9	6								
	Basic		25								
	Approaching Basic		60								
	Unsatisfactory	26.0	32								
049011	Eunice Junior High School										
	Advanced		2								
	Proficient		28								
	Basic		98								
	Approaching Basic		98								
	Unsatisfactory	10.3	26								
049015	Grand Prairie Elementary School										
	Advanced	.,,,	1								
	Proficient		1								
	Basic		11								
	Approaching Basic	34.8	8								
	Unsatisfactory	8.7	2								
049018	Krotz Springs Elementary School			<u>r</u>		I					
	Advanced		0								
	Proficient	23.1	6								
	Basic		17								
	Approaching Basic	11.5	3								
	Unsatisfactory	0.0	0								
049019	Lawtell Elementary School			1		I					
	Advanced		3								
	Proficient		10								
	Basic		28								
	Approaching Basic		28								
	Unsatisfactory	16.9	14								
049021	Leonville Elementary School			1		I					
	Advanced		0								
	Proficient		5								
	Basic		17								
	Approaching Basic		18								
	Unsatisfactory	23.1	12								

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
		Percent Number					
049031	Opelousas Junior High School						
	Advanced	0.5					
	Proficient	14.2 27					
	Basic	32.6 62					
	Approaching Basic	37.9 72					
	Unsatisfactory	14.7 28					
049038	Port Barre High School						
	Advanced	0.0					
	Proficient	10.9 7					
	Basic	48.4 31					
	Approaching Basic	29.7 19					
	Unsatisfactory	10.9 7					
049042	Sunset Elementary School			,			
	Advanced	0.0					
	Proficient	9.3 9					
	Basic	38.1 37					
	Approaching Basic	40.2 39					
	Unsatisfactory	12.4 12					
049051	North Central High School			,			
	Advanced	1.1 1					
	Proficient	7.9 7					
	Basic	31.5 28					
	Approaching Basic	43.8 39					
	Unsatisfactory	15.7 14					
049054	Arnaudville Elementary School						
	Advanced	2.4 1					
	Proficient	16.7					
	Basic	45.2 19					
	Approaching Basic	31.0 13					
	Unsatisfactory	4.8 2					
049055	Plaisance Elementary School						
	Advanced	0.0					
	Proficient	2.1 1					
	Basic	46.8 22					
	Approaching Basic	40.4 19					
	Unsatisfactory	10.6					

		1998	-99			2000-01		2003	1-02	2002-03	2003	3-04
		Percent \(\lambda \)	lumber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
District												
	Advanced	0.8	9									
	Proficient	10.5	114									
	Basic	36.3	395									
	Approaching Basic	38.2	416									
	Unsatisfactory	14.2	154									
State												
	Advanced	1.1	577									
	Proficient	11.2	6,035									
	Basic	31.5	7,005									
	Approaching Basic	35.9 1	19,358									
	Unsatisfactory	20.3	0,928									

		1998-99	19	99-00	2000	0-01	200	1-02	2002-03	2003	3-04
		Percent Numbe	er Perc	cent Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049008	East Junior High School										
	Advanced	0.0)								
	Proficient	0.0)								
	Basic	12.2									
	Approaching Basic	22.0 2									
	Unsatisfactory	65.9	1								
049011	Eunice Junior High School										
	Advanced	1.6									
	Proficient	4.0									
	Basic	33.5	_								
	Approaching Basic	31.1 78									
	Unsatisfactory	29.9 7:	5								
049015	Grand Prairie Elementary School										
	Advanced	4.3									
	Proficient	0.0									
	Basic	47.8									
	Approaching Basic		5								
	Unsatisfactory	26.1	5								
049018	Krotz Springs Elementary School										
	Advanced	0.0)								
	Proficient	3.8									
	Basic	80.8 2									
	Approaching Basic		3								
	Unsatisfactory	3.8	1								
049019	Lawtell Elementary School										
	Advanced	0.0									
	Proficient	1.2	1								
	Basic	28.9 24									
	Approaching Basic	27.7 23									
	Unsatisfactory	42.2 33	5								
049021	Leonville Elementary School										
	Advanced)								
	Proficient		3								
	Basic	51.9 2'									
	Approaching Basic	21.2 1									
	Unsatisfactory	21.2	1								

		1998-	99	1999	9-00	200	0-01	200	1-02	2002-03	2003	3-04
		Percent Ni	ımber	Percent	Number	Percent	Number	Percent	Number	Percent Number	Percent	Number
049031	Opelousas Junior High School									_		
	Advanced	0.5	1									
	Proficient	1.6	3									
	Basic	25.8	49									
	Approaching Basic	21.1	40									
	Unsatisfactory	51.1	97									
049038	Port Barre High School											
	Advanced	1.6	1									
	Proficient	4.7	3									
	Basic	59.4	38									
	Approaching Basic	20.3	13									
	Unsatisfactory	14.1	9									
049042	Sunset Elementary School											
	Advanced	0.0	0									
	Proficient	2.1	2									
	Basic	25.8	25									
	Approaching Basic	14.4	14									
	Unsatisfactory	57.7	56									
049051	North Central High School											
	Advanced	0.0	0									
	Proficient	4.5	4									
	Basic	30.3	27									
	Approaching Basic	20.2	18									
	Unsatisfactory	44.9	40									
049054	Arnaudville Elementary School											
	Advanced	2.4	1									
	Proficient	9.5	4									
	Basic	50.0	21									
	Approaching Basic	31.0	13									
	Unsatisfactory	7.1	3									
049055	Plaisance Elementary School											
	Advanced	0.0	0									
	Proficient	2.1	1									
	Basic	19.1	9									
	Approaching Basic	23.4	11									
	Unsatisfactory	55.3	26									

^{~ =} Unavailable Data

		1998	-99	1999-00	200	0-01	200	1-02	2002-03	2003	3-04
		Percent N	lumber	Percent Numbe	r Percent	Number	Percent	Number	Percent Number	Percent	Number
District											
	Advanced	0.7	8								
	Proficient	2.9	32								
	Basic	32.3	351								
	Approaching Basic	23.6	256								
	Unsatisfactory	40.5	440								
State											
	Advanced	1.3	713								
	Proficient	4.4	2,359								
	Basic	33.3	17,927								
	Approaching Basic	21.3	11,498								
	Unsatisfactory	39.7	21,360								

The Criterion-referenced Tests in this state are part of the Louisiana Educational Assessment Program (LEAP); they are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

To graduate from public high school, Louisiana students must accumulate 23 Carnegie units of academic credit and pass all five components of the GEE. Students who do not achieve the performance standards for any of the test components have at least two opportunities per year to retake those portions; in addition, they are offered remedial instruction prior to retaking test sections. GEE results reported in this publication are for first-time test takers.

The Written Composition, English Language Arts, and Mathematics components of the GEE are initially administered to students at the 10th grade level. The first opportunity for students to take the Science and Social Studies components of the GEE is at the 11th grade level.

These tests are administered to all students with the exception of special education students who have met the participation criteria for Alternate Assessment. The Progress Profiles Program reports scores for all students taking the tests. This format reflects the same reporting format used by the LEAP.

In Louisiana, the GEE provides a measure of the extent to which students meet State-established, grade-level skill requirements in English language arts, mathematics, written composition, science, and social studies.

Organization

Table 9 provides the GEE results for first-time GEE test takers. The table presents the GEE results for each high school in the district in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the 1998-99 number and percent of students who met or exceeded standards for the respective grade levels.

Definition

GEE results show the number and percent of Louisiana students who met or exceeded state curriculum content standards. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Source

The GEE results are based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for this portion of the Louisiana Educational Assessment Program (LEAP).

Table 9: Graduation Exit Examination (GEE) Results

Percent and Number of Students Passing

		1998	-99	1999-0	200	0-01	200	1-02	2002-03	2003	3-04
		Percent N	lumber	Percent Numb	er Percen	t Number	Percent	Number	Percent Number	Percent	Number
049010	Eunice High School										
	English Language Arts	79	180								
	Mathematics	77	175								
	Written Composition	90	200								
	Science	85	175								
	Social Studies	94	192								
049032	Opelousas Senior High School										
	English Language Arts	78	191								
	Mathematics	66	164								
	Written Composition	93	227								
	Science	79	179								
	Social Studies	93	210								
049038	Port Barre High School										
	English Language Arts	94	80								
	Mathematics	96	82								
	Written Composition	100	83								
	Science	95	79								
	Social Studies	98	81								
049051	North Central High School										
	English Language Arts	79	34								
	Mathematics	72	31								
	Written Composition	95	41								
	Science	72	31								
	Social Studies	84	37								
049052	Beau Chene High School										
	English Language Arts	87	169								
	Mathematics	82	155								
	Written Composition	98	185								
	Science	77	141								
	Social Studies	92	172								

Table 9: Graduation Exit Examination (GEE) Results

Percent and Number of Students Passing

		1998-99	1999	9-00	2000	0-01	200	1-02	2002-03	2003	3-04
						1			Percent Number		
049053	Northwest High School										
	English Language Arts	86 79)								
	Mathematics	70 64									
	Written Composition	97 89)								
	Science	69 74									
	Social Studies	81 87	7								
District											
	English Language Arts	83 733									
	Mathematics	76 671									
	Written Composition	95 825									
	Science	80 679									
	Social Studies	92 779)								
State											
	English Language Arts	85 39,311									
	Mathematics	74 33,871									
	Written Composition	93 41,421									
	Science	80 33,056	5								
	Social Studies	88 36,496	5								

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1998, the test administered to Louisiana students changed from the *California Achievement Test* to the *Iowa Tests of Basic Skills* (ITBS) and the *Iowa Tests of Educational Development* (ITED).

In 1999, the complete batteries of the *ITBS*, Form M, were administered to approximately 235,000 Louisiana public school students in grades 3, 5, 6, and 7. Approximately 60,000 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*, Form M. With items in a traditional multiple choice format, *The Iowa Tests* assessed student performance in reading, language, mathematics, spelling, study skills, science, and social studies.

At grades 3, 5, 6, and 7, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grade 9 the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 3; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literary Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests.

These tests are administered to all students with the exception of special education students who have met the participation criteria for Alternate Assessment. Scores are reported for all students not requiring accommodations to the standardized administration procedures.

Organization

Tables 10a to 10e present 1998-99 NRT results for grades 3, 5, 6, 7, and 9, respectively. Test results are presented for all public schools in the district with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- Quartile 4--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2--* the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- Percentile Rank of the Average Standard Score for the National Student Norms-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Definition

Norm-referenced tests (NRT). These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, the test contractor for The Iowa Tests.

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049003	Cankton Elementary School						
	Fourth Quartile	27.8					
	Third Quartile	27.8					
	Second Quartile	38.9					
	First Quartile	5.6					
	Percentile Rank	57.0					
049006	Creswell Elementary School						
	Fourth Quartile	17.2					
	Third Quartile	20.7					
	Second Quartile	41.4					
	First Quartile	20.7					
	Percentile Rank	46.0					
049007	East Elementary School						
	Fourth Quartile	19.5					
	Third Quartile	31.7					
	Second Quartile	29.3					
	First Quartile	19.5					
	Percentile Rank	53.0					
049009	Eunice Elementary School						
	Fourth Quartile	11.5					
	Third Quartile	15.4					
	Second Quartile	40.4					
	First Quartile	32.7					
	Percentile Rank	40.0					
049013	Glendale Elementary School						
	Fourth Quartile	20.4					
	Third Quartile	32.7					
	Second Quartile	30.6					
	First Quartile	16.3					
	Percentile Rank	55.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049014	Grand Coteau Elementary School						
	Fourth Quartile	25.0					
	Third Quartile	37.5					
	Second Quartile	25.0					
	First Quartile	12.5					
	Percentile Rank	55.0					
049015	Grand Prairie Elementary School						
	Fourth Quartile	14.3					
	Third Quartile	28.6					
	Second Quartile	38.1					
	First Quartile	19.0					
	Percentile Rank	46.0					
049016	Grolee Elementary School						
	Fourth Quartile	17.5					
	Third Quartile	25.0					
	Second Quartile	37.5					
	First Quartile	20.0					
	Percentile Rank	49.0					
049017	Highland Elementary School						
	Fourth Quartile	12.8					
	Third Quartile	31.9					
	Second Quartile	31.9					
	First Quartile	23.4					
	Percentile Rank	46.0					
049018	Krotz Springs Elementary School						
	Fourth Quartile	27.3					
	Third Quartile	24.2					
	Second Quartile	30.3					
	First Quartile	18.2					
	Percentile Rank	55.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049019	Lawtell Elementary School						
	Fourth Quartile	11.3					
	Third Quartile	24.5					
	Second Quartile	37.7					
	First Quartile	26.4					
	Percentile Rank	41.0					
049021	Leonville Elementary School						
	Fourth Quartile	27.7					
	Third Quartile	21.3					
	Second Quartile	40.4					
	First Quartile	10.6					
	Percentile Rank	53.0					
049023	Melville Elementary School						
	Fourth Quartile	5.0					
	Third Quartile	15.0					
	Second Quartile	40.0					
	First Quartile	40.0					
	Percentile Rank	32.0					
049026	Morrow Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	11.8					
	Second Quartile	35.3					
	First Quartile	52.9					
	Percentile Rank	28.0					
049028	North Elementary School						
	Fourth Quartile	2.4					
	Third Quartile	17.1					
	Second Quartile	29.3					
	First Quartile	51.2					
	Percentile Rank	29.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049029	Northeast Elementary School						
	Fourth Quartile	26.3					
	Third Quartile	36.8					
	Second Quartile	28.9					
	First Quartile	7.9					
	Percentile Rank	61.0					
049033	Palmetto Elementary School						
	Fourth Quartile	19.0					
	Third Quartile	14.3					
	Second Quartile	28.6					
	First Quartile	38.1					
	Percentile Rank	38.0					
049035	Park Vista Elementary School						
	Fourth Quartile	41.3					
	Third Quartile	34.8					
	Second Quartile	18.5					
	First Quartile	5.4					
	Percentile Rank	70.0					
049037	Port Barre Elementary School						
	Fourth Quartile	18.2					
	Third Quartile	33.8					
	Second Quartile	33.8					
	First Quartile	14.3					
	Percentile Rank	53.0					
049040	South Street Elementary School						
	Fourth Quartile	16.1					
	Third Quartile	30.4					
	Second Quartile	37.5					
	First Quartile	16.1					
	Percentile Rank	53.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049041	Southwest Elementary School						
	Fourth Quartile	4.2					
	Third Quartile	20.8					
	Second Quartile	43.8					
	First Quartile	31.3					
	Percentile Rank	35.0					
049042	Sunset Elementary School						
	Fourth Quartile	14.7					
	Third Quartile	29.4					
	Second Quartile	38.2					
	First Quartile	17.6					
	Percentile Rank	48.0					
049044	Washington Elementary School						
	Fourth Quartile	11.5					
	Third Quartile	26.9					
	Second Quartile	26.9					
	First Quartile	34.6					
	Percentile Rank	40.0					
049054	Arnaudville Elementary School						
	Fourth Quartile	11.6					
	Third Quartile	30.2					
	Second Quartile	51.2					
	First Quartile	7.0					
	Percentile Rank	51.0					
049055	Plaisance Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	15.8					
	Second Quartile	52.6					
	First Quartile	31.6					
	Percentile Rank	31.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	17.6					
	Third Quartile	26.8					
	Second Quartile	34.9					
	First Quartile	20.8					
	Percentile Rank	49.0					
State							
	Fourth Quartile	16.5					
	Third Quartile	25.8					
	Second Quartile	29.1					
	First Quartile	28.6					
	Percentile Rank	45.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049003	Cankton Elementary School						
	Fourth Quartile	11.5					
	Third Quartile	15.4					
	Second Quartile	46.2					
	First Quartile	26.9					
	Percentile Rank	40.0					
049004	Central Middle School						
	Fourth Quartile	10.5					
	Third Quartile	29.5					
	Second Quartile	35.0					
	First Quartile	25.0					
	Percentile Rank	44.0					
049006	Creswell Elementary School						
	Fourth Quartile	3.7					
	Third Quartile	18.5					
	Second Quartile	33.3					
	First Quartile	44.4					
	Percentile Rank	32.0					
049014	Grand Coteau Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	21.4					
	Second Quartile	39.3					
	First Quartile	39.3					
	Percentile Rank	33.0					
049015	Grand Prairie Elementary School						
	Fourth Quartile	16.7					
	Third Quartile	33.3					
	Second Quartile	37.5					
	First Quartile	12.5					
	Percentile Rank	52.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049016	Grolee Elementary School						
	Fourth Quartile	25.6					
	Third Quartile	25.6					
	Second Quartile	38.5					
	First Quartile	10.3					
	Percentile Rank	58.0					
049018	Krotz Springs Elementary School						
	Fourth Quartile	25.0					
	Third Quartile	42.5					
	Second Quartile	32.5					
	First Quartile	0.0					
	Percentile Rank	66.0					
049019	Lawtell Elementary School						
	Fourth Quartile	15.0					
	Third Quartile	33.8					
	Second Quartile	30.0					
	First Quartile	21.3					
	Percentile Rank	48.0					
049021	Leonville Elementary School						
	Fourth Quartile	5.9					
	Third Quartile	39.2					
	Second Quartile	39.2					
	First Quartile	15.7					
	Percentile Rank	46.0					
049023	Melville Elementary School						
	Fourth Quartile	4.8					
	Third Quartile	9.5					
	Second Quartile	33.3					
	First Quartile	52.4					
	Percentile Rank	27.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049026	Morrow Elementary School						
	Fourth Quartile	11.1					
	Third Quartile	33.3					
	Second Quartile	33.3					
	First Quartile	22.2					
	Percentile Rank	47.0					
049028	North Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	3.3					
	Second Quartile	20.0					
	First Quartile	76.7					
	Percentile Rank	21.0					
049029	Northeast Elementary School						
	Fourth Quartile	15.6					
	Third Quartile	25.0					
	Second Quartile	40.6					
	First Quartile	18.8					
	Percentile Rank	48.0					
049033	Palmetto Elementary School						
	Fourth Quartile	10.5					
	Third Quartile	31.6					
	Second Quartile	47.4					
	First Quartile	10.5					
	Percentile Rank	50.0					
049035	Park Vista Elementary School						
	Fourth Quartile	32.1					
	Third Quartile	42.3					
	Second Quartile	12.8					
	First Quartile	12.8					
	Percentile Rank	63.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049038	Port Barre High School						
	Fourth Quartile	13.2					
	Third Quartile	25.0					
	Second Quartile	41.2					
	First Quartile	20.6					
	Percentile Rank	46.0					
049040	South Street Elementary School						
	Fourth Quartile	5.5					
	Third Quartile	30.9					
	Second Quartile	41.8					
	First Quartile	21.8					
	Percentile Rank	43.0					
049041	Southwest Elementary School						
	Fourth Quartile	6.1					
	Third Quartile	18.4					
	Second Quartile	40.8					
	First Quartile	34.7					
	Percentile Rank	37.0					
049042	Sunset Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	26.5					
	Second Quartile	47.1					
	First Quartile	26.5					
	Percentile Rank	39.0					
049044	Washington Elementary School						
	Fourth Quartile	5.0					
	Third Quartile	10.0					
	Second Quartile	55.0					
	First Quartile	30.0					
	Percentile Rank	35.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049054	Arnaudville Elementary School						
	Fourth Quartile	25.5					
	Third Quartile	31.9					
	Second Quartile	31.9					
	First Quartile	10.6					
	Percentile Rank	58.0					
049055	Plaisance Elementary School						
	Fourth Quartile	9.7					
	Third Quartile	25.8					
	Second Quartile	51.6					
	First Quartile	12.9					
	Percentile Rank	46.0					
District							
	Fourth Quartile	13.2					
	Third Quartile	28.3					
	Second Quartile	35.8					
	First Quartile	22.8					
	Percentile Rank	47.0					
State							
	Fourth Quartile	16.2					
	Third Quartile	23.4					
	Second Quartile	30.8					
	First Quartile	29.6					
	Percentile Rank	44.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049003	Cankton Elementary School						
	Fourth Quartile	26.9					
	Third Quartile	34.6					
	Second Quartile	30.8					
	First Quartile	7.7					
	Percentile Rank	56.0					
049004	Central Middle School						
	Fourth Quartile	10.7					
	Third Quartile	23.8					
	Second Quartile	35.9					
	First Quartile	29.6					
	Percentile Rank	41.0					
049006	Creswell Elementary School						
	Fourth Quartile	3.6					
	Third Quartile	14.3					
	Second Quartile	42.9					
	First Quartile	39.3					
	Percentile Rank	33.0					
049014	Grand Coteau Elementary School						
	Fourth Quartile	8.3					
	Third Quartile	16.7					
	Second Quartile	58.3					
	First Quartile	16.7					
	Percentile Rank	43.0					
049015	Grand Prairie Elementary School						
	Fourth Quartile	22.2					
	Third Quartile	27.8					
	Second Quartile	33.3					
	First Quartile	16.7					
	Percentile Rank	55.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049016	Grolee Elementary School						
	Fourth Quartile	29.5					
	Third Quartile	29.5					
	Second Quartile	32.1					
	First Quartile	9.0					
	Percentile Rank	61.0					
049018	Krotz Springs Elementary School						
	Fourth Quartile	25.7					
	Third Quartile	48.6					
	Second Quartile	22.9					
	First Quartile	2.9					
	Percentile Rank	62.0					
049019	Lawtell Elementary School						
	Fourth Quartile	7.9					
	Third Quartile	28.6					
	Second Quartile	41.3					
	First Quartile	22.2					
	Percentile Rank	43.0					
049021	Leonville Elementary School						
	Fourth Quartile	11.1					
	Third Quartile	44.4					
	Second Quartile	31.1					
	First Quartile	13.3					
	Percentile Rank	51.0					
049023	Melville Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	31.3					
	Second Quartile	31.3					
	First Quartile	37.5					
	Percentile Rank	32.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049026	Morrow Elementary School						
	Fourth Quartile	8.3					
	Third Quartile	50.0					
	Second Quartile	25.0					
	First Quartile	16.7					
	Percentile Rank	52.0					
049028	North Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	21.7					
	Second Quartile	43.5					
	First Quartile	34.8					
	Percentile Rank	34.0					
049029	Northeast Elementary School						
	Fourth Quartile	16.3					
	Third Quartile	20.9					
	Second Quartile	41.9					
	First Quartile	20.9					
	Percentile Rank	48.0					
049033	Palmetto Elementary School						
	Fourth Quartile	16.7					
	Third Quartile	33.3					
	Second Quartile	38.9					
	First Quartile	11.1					
	Percentile Rank	55.0					
049035	Park Vista Elementary School						
	Fourth Quartile	46.0					
	Third Quartile	31.0					
	Second Quartile	18.4					
	First Quartile	4.6					
	Percentile Rank	71.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049038	Port Barre High School						
	Fourth Quartile	13.8					
	Third Quartile	33.8					
	Second Quartile	36.3					
	First Quartile	16.3					
	Percentile Rank	51.0					
049040	South Street Elementary School						
	Fourth Quartile	6.8					
	Third Quartile	37.3					
	Second Quartile	44.1					
	First Quartile	11.9					
	Percentile Rank	48.0					
049041	Southwest Elementary School						
	Fourth Quartile	5.0					
	Third Quartile	18.3					
	Second Quartile	36.7					
	First Quartile	40.0					
	Percentile Rank	34.0					
049042	Sunset Elementary School						
	Fourth Quartile	6.0					
	Third Quartile	30.0					
	Second Quartile	38.0					
	First Quartile	26.0					
	Percentile Rank	43.0					
049044	Washington Elementary School						
	Fourth Quartile	4.5					
	Third Quartile	22.7					
	Second Quartile	50.0					
	First Quartile	22.7					
	Percentile Rank	42.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049054	Arnaudville Elementary School						
	Fourth Quartile	42.9					
	Third Quartile	28.6					
	Second Quartile	26.2					
	First Quartile	2.4					
	Percentile Rank	66.0					
049055	Plaisance Elementary School						
	Fourth Quartile	9.1					
	Third Quartile	21.2					
	Second Quartile	39.4					
	First Quartile	30.3					
	Percentile Rank	39.0					
District							
	Fourth Quartile	16.0					
	Third Quartile	28.6					
	Second Quartile	35.2					
	First Quartile	20.1					
	Percentile Rank	49.0					
State							
	Fourth Quartile	15.9					
	Third Quartile	24.6					
	Second Quartile	31.4					
	First Quartile	28.1					
	Percentile Rank	45.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049008	East Junior High School						
	Fourth Quartile	6.3					
	Third Quartile	15.3					
	Second Quartile	41.4					
	First Quartile	36.9					
	Percentile Rank	35.0					
049011	Eunice Junior High School						
	Fourth Quartile	11.6					
	Third Quartile	27.1					
	Second Quartile	38.7					
	First Quartile	22.6					
	Percentile Rank	44.0					
049015	Grand Prairie Elementary School						
	Fourth Quartile	15.4					
	Third Quartile	34.6					
	Second Quartile	42.3					
	First Quartile	7.7					
	Percentile Rank	52.0					
049018	Krotz Springs Elementary School						
	Fourth Quartile	29.0					
	Third Quartile	51.6					
	Second Quartile	16.1					
	First Quartile	3.2					
	Percentile Rank	66.0					
049019	Lawtell Elementary School						
	Fourth Quartile	10.0					
	Third Quartile	37.1					
	Second Quartile	24.3					
	First Quartile	28.6					
	Percentile Rank	43.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049021	Leonville Elementary School						
	Fourth Quartile	20.5					
	Third Quartile	29.5					
	Second Quartile	38.6					
	First Quartile	11.4					
	Percentile Rank	56.0					
049023	Melville Elementary School						
	Fourth Quartile	13.3					
	Third Quartile	40.0					
	Second Quartile	40.0					
	First Quartile	6.7					
	Percentile Rank	51.0					
049026	Morrow Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	30.0					
	Second Quartile	70.0					
	First Quartile	0.0					
	Percentile Rank	49.0					
049031	Opelousas Junior High School						
	Fourth Quartile	9.5					
	Third Quartile	19.0					
	Second Quartile	36.0					
	First Quartile	35.5					
	Percentile Rank	38.0					
049033	Palmetto Elementary School						
	Fourth Quartile	0.0					
	Third Quartile	46.2					
	Second Quartile	46.2					
	First Quartile	7.7					
	Percentile Rank	48.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049038	Port Barre High School						
	Fourth Quartile	13.3					
	Third Quartile	36.0					
	Second Quartile	36.0					
	First Quartile	14.7					
	Percentile Rank	51.0					
049042	Sunset Elementary School						
	Fourth Quartile	1.3					
	Third Quartile	21.3					
	Second Quartile	48.8					
	First Quartile	28.8					
	Percentile Rank	35.0					
049044	Washington Elementary School						
	Fourth Quartile	8.3					
	Third Quartile	16.7					
	Second Quartile	54.2					
	First Quartile	20.8					
	Percentile Rank	43.0					
049054	Arnaudville Elementary School						
	Fourth Quartile	23.4					
	Third Quartile	40.4					
	Second Quartile	27.7					
	First Quartile	8.5					
	Percentile Rank	57.0					
049055	Plaisance Elementary School						
	Fourth Quartile	8.5					
	Third Quartile	25.5					
	Second Quartile	46.8					
	First Quartile	19.1					
	Percentile Rank	45.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	10.9					
	Third Quartile	26.8					
	Second Quartile	38.0					
	First Quartile	24.4					
	Percentile Rank	44.0					
State							
	Fourth Quartile	15.2					
	Third Quartile	24.1					
	Second Quartile	31.4					
	First Quartile	29.4					
	Percentile Rank	44.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

^{~ =} Unavailable Data

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049010	Eunice High School						
	Fourth Quartile	17.5					
	Third Quartile	23.3					
	Second Quartile	40.7					
	First Quartile	18.5					
	Percentile Rank	47.0					
049032	Opelousas Senior High School						
	Fourth Quartile	10.4					
	Third Quartile	19.8					
	Second Quartile	33.7					
	First Quartile	36.1					
	Percentile Rank	37.0					
049038	Port Barre High School						
	Fourth Quartile	23.8					
	Third Quartile	39.6					
	Second Quartile	29.7					
	First Quartile	6.9					
	Percentile Rank	57.0					
049051	North Central High School						
	Fourth Quartile	6.6					
	Third Quartile	13.2					
	Second Quartile	46.1					
	First Quartile	34.2					
	Percentile Rank	32.0					
049052	Beau Chene High School						
	Fourth Quartile	18.0					
	Third Quartile	28.8					
	Second Quartile	38.0					
	First Quartile	15.1					
	Percentile Rank	49.0					

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049053	Northwest High School						
	Fourth Quartile	9.2					
	Third Quartile	17.5					
	Second Quartile	20.8					
	First Quartile	52.5					
	Percentile Rank	32.0					
District							
	Fourth Quartile	14.3					
	Third Quartile	23.6					
	Second Quartile	34.9					
	First Quartile	27.2					
	Percentile Rank	42.0					
State							
	Fourth Quartile	16.5					
	Third Quartile	24.8					
	Second Quartile	29.5					
	First Quartile	29.2					
	Percentile Rank	44.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

^{~ =} Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshmen Performance	5-3

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 11, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for (1) twelfth graders who took the test in the current year and (2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation

A college readiness indicator that includes ACT information is presented on all public schools that have a twelfth grade. The *District Composite Report* presents the 1998-99 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widelyheld assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 11: American College Test (ACT) Results

Average Composite Scores

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
049010 Eunice High School	19.3					
049032 Opelousas Senior High School	19.0					
049038 Port Barre High School	21.4					
049051 North Central High School	17.3					
049052 Beau Chene High School	20.1					
049053 Northwest High School	16.7					
District (Public)	19.2					
State (Public and Nonpublic)	19.6					
Nation (Public and Nonpublic)	21.0					

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 12, First-time College Freshmen Performance, presents the number and percent of students who (1) graduated from *Report Card* schools and (2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation

The college readiness indicator that includes first-time college freshmen information is presented on all public schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1998-99 school year represent information on 1997-98 high school graduates. Further, the district results may reflect data from additional schools, which were open during the 1997-98 school year. Finally, the State results are based on public schools that had diploma graduates in 1997-98.

Definitions

First-time college freshman—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits

Formula Used to Calculate First-time College Freshmen Percentages

Percent of High School Graduates Who
Were First-time College Freshmen = Number of First-time College Freshmen

Total Number of High School Graduates X 100

Percent of First-time College Freshmen
Who Enrolled in a Remedial Course = Who Enrolled in a Remedial Course
Total Number of First-time College
Freshmen X 100

and correspondence study) to be considered a first-time freshman.

- *Graduate*—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
- Remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time), but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 12First-time College Freshmen Performance

	1998	3-99	1999-00	2000-01	200	1-02	2002	2-03	2003	3-04
	Percent	Number	Percent Number	Percent Number	Percent	Number	Percent	Number	Percent	Number
049010 Eunice High School										
Number of High School Graduates ¹		204								
HS Graduates Who Were First-time College Freshmen	43.63	89								
First-time Freshmen Enrolled in College Remedial Course	58.43	52								
049032 Opelousas Senior High School									_	
Number of High School Graduates ¹		207								
HS Graduates Who Were First-time College Freshmen	46.86	97								
First-time Freshmen Enrolled in College Remedial Course	58.76	57								
049038 Port Barre High School					1				г	
Number of High School Graduates ¹		87								
HS Graduates Who Were First-time College Freshmen	44.83	39								
First-time Freshmen Enrolled in College Remedial Course	43.59	17								
049051 North Central High School	,				i		i		Г	
Number of High School Graduates ¹		52								
HS Graduates Who Were First-time College Freshmen	23.08	12								
First-time Freshmen Enrolled in College Remedial Course	66.67	8								
049052 Beau Chene High School	,				i		i		Г	
Number of High School Graduates ¹		150								
HS Graduates Who Were First-time College Freshmen	46.00	69								
First-time Freshmen Enrolled in College Remedial Course	39.13	27								
049053 Northwest High School	ļ				ı				г	
Number of High School Graduates ¹		124								
HS Graduates Who Were First-time College Freshmen	40.32	50								
First-time Freshmen Enrolled in College Remedial Course	50.00	25								
District (Public)	,				i		i		Г	
Number of High School Graduates ¹		824								
HS Graduates Who Were First-time College Freshmen	43.20	356								
First-time Freshmen Enrolled in College Remedial Course	52.25	186								
State (Public)					i		1		г	
Number of High School Graduates ¹		38,360								
HS Graduates Who Were First-time College Freshmen	42.71									
First-time Freshmen Enrolled in College Remedial Course	45.61	7,472								

¹ Represents graduates from the previous school year

^{~ =} Unavailable data

- aggregate days attendance—the total number of days that students are *present* at the school site over the course of the school year.
- aggregate days membership—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.
- combination school category—any school whose grade structure falls within the K-12 range and which is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12; K-3, combined with 9-12; and 4-6, combined with 9-12.
- criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who met or exceeded state curriculum content standards.
- cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- day of attendance—when a student "(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips." (Bulletin 741)
 - "Students who meet the above criteria and are present at the school site for 26-50% of the student's instructional day shall be credited with a half day's attendance. Those who meet the above criteria and are present for at least 51% of the student's

- instructional day are credited with a whole day's attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." (*Bulletin 741*)
- dropout—"an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death." (NCES, 1993)
 - "For purposes of applying the dropout definition, the following definitions below also apply.
 - 1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
 - 2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
 - 3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but *NOT* adult) programs leading to a GED or some other certification differing from the regular diploma" (NCES, 1993).
- elementary school category—any school whose grade structure falls within the K-8 range, which excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.
- faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

- first-time college freshman—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.
- graduate—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included.
- high school category—any school whose grade structure falls within the 6-12 range and which includes grades in the 10-12 range, or any school that contains only grade 9.
- *in-school expulsion*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.
- in-school suspension—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.
- *middle/junior high category*—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the K-3 and 10-12 ranges.
- norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.
- October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by the NCES as the first day of the academic school year.

- *out-of-school expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- out-of-school suspension—a student temporarily prohibited from participation in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.
- percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.
- percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.
- remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.